ANNUAL REPORT
Center for Learning and Teaching

OLD DOMINION UNIVERSITY
Distance Learning
IDEA FUSION
During 2013, the staff – instructional designers, instructional technologists, graphic designers, and others – at Old Dominion University's Center for Learning and Teaching worked hard to help ODU's faculty focus on teaching. A huge number of faculty collaborators shared their best practices with their colleagues at CLT events and workshops. CLT staff and members of the faculty led workshops and other events, including the Provost's Conversations on Teaching and Learning and the annual Faculty Summer Institute.

In support of the University's Strategic Plan, during 2013, CLT worked with ODU's faculty to develop 45 online courses and completed the development of three online programs.

CLT worked with its advisory board of faculty from across the disciplines, whose members serve as a primary and ongoing resource. This advisory board assisted CLT by providing consultation about programs and workshops and by helping to identify university and community resources.

CLT continued efforts to provide collaborative interaction opportunities at which best practices could be shared, discussed, and strengthened. Yet again in 2013, the Provost's Conversations on Teaching and Learning series, held during Spring and Fall semesters, featured ten faculty members who stimulated thought and discussion on a variety of open topics. The Connect with Colleagues series allowed an additional nine faculty members to showcase their best practices. The annual Faculty Summer Institute on Teaching and Learning in May focused on the topic of Teaching and Learning Connections. The Institute was well-attended and its sessions were well-led by the Faculty of the Institute, a group of faculty and administrators committed to sharing their best practices 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 2013, CLT worked with faculty on seven Faculty Innovator Grants which promote collaboration and innovation among the academic colleges and encourage exploration of the use of technology in teaching and learning. At the end of the year, CLT awarded another five FIG grants for 2014. During 2013, CLT made significant steps toward increasing the number of online courses offered by the university by helping faculty members to complete or redesign 45 online courses. And, to support the pedagogy of teaching online, the Foundational Strategies for Effective Online Teaching workshop continued in its online format, allowing faculty to put themselves in the shoes of their online students as they took an online course, themselves.

The Center for Learning and Teaching's third annual retreat, held at the Virginia Beach Higher Ed Center in mid-August, gave the CLT team a chance to reflect on the past year and to strategize ways that we can pool our energies and talents to best serve the university’s mission.

And, as Old Dominion University continues to place its focus on its students, CLT developed iAchieveODU, an iPad app that helps students manage their course load, calculate their semester GPA, watch tutorial videos, create flash cards, take notes, and learn how to learn. And, as ever, CLT continued to support ODU's teachers. Our team of talented and dedicated professionals put faculty first, and work hard to support faculty efforts to connect and engage students. In parallel to this, CLT continued to expand its network of experts by involving faculty in leading a variety of activities that encourage a focus on teaching.

We at the Center for Learning and Teaching pledge to be of service to faculty throughout 2014 and beyond, in order to foster the culture of teaching excellence that will continue to provide ODU's 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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WHO WE ARE
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, 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. We

• Provide opportunities for the collegial sharing of ideas about teaching and learning
• Offer opportunities for evaluation and assessment
• Provide instructional design consultation for, and implementation in, course design
• Facilitate course development and effective use of the learning management system
• Offer workshops and other events on teaching and learning and on instructional technologies
• Provide the graphic design of posters and instructional aids
• Participate 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 2013 GOALS

To achieve this mission, the Center for Learning and Teaching focused on the following goals during 2013:

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
   •  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
   •  Provost’s Conversations on Teaching and Learning
   •  Connect with Colleagues discussions
   •  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. 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

11. 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 2013 STAFF

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Who We Are

June Ritchie
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Anita Wiggins-Bailey
Faculty Support Center Liaison
BA, Business
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2013 Achievements

2013 Data
1.4 ORGANIZATIONAL CHART

Assistant Vice President, Center for Learning and Teaching
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Assistant Director
June Ritchie

Assistant Director
Joyce Armstrong

Instructional Designer
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Susan Boze

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Helen Miller

Graphic Designer
Donald Emminger

Technical Writer
Alison Schoew

Instructional Designer
Glenda Warner

Instructional Technology Specialist
Daniel Greenwood

Graphic Designer
Tasy Barnett

Multimedia Duplication
Fred Huffman

Instructional Designer
Christy Low

Programmer
Faisal Mahmud

Multimedia Duplication Assistant
Bertha Mebane

Instructional Designer
Tracie Ortiz

Instructional Programmer
John Varley

Instructional Designer
Ana Trepeta

Instructional Programmer
Dexter Marcelino

Instructional Designer
Chris Nickel
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

Instructional Design (Gornto 124-130)
- Consultation
- Course development
- Professional development

Multimedia Duplication and Viewing (Gornto 107)
- Audio and video duplicating and playback services
- Suite for students to view missed classes

Graphics Department (Gornto 129-131)
- Three complete design studios
- Large-format color printer which offers poster-making capability

Multimedia Production (Gornto 328)
- Complete multimedia design and production services for faculty and administrative staff

Faculty Multimedia Development Lab (Gornto 101)
- Walk-in or reservation
- Flat bed scanning
- 35 mm slide scanning
- Document scanning
- Video conversion

Faculty Development Teaching Lab (Gornto 101)
- Workshops
- Seminars
- Individual or group consultation
- Access to applications used in CLT events
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 2013, members of the CLT staff were involved in the following University organizations and initiatives:

- Adjunct Faculty Orientation
- Classroom Central Advisory Committee
- Classrooms of the Future Committee
- Collaborative on Academic Careers in Higher Education (COACHE) Survey Committee
- Course Evaluation Committee
- Distance Learning Graduation Reception
- ePortfolio Committee
- Global Monarch Club
- The Great Computer Challenge
- Graduate Teaching Assistant Institute
- HACE – Hourly and Classified Employees of Old Dominion University
- HLEA – Hispanic & Latino Employee Association
- International Student Advisory Board
- ITS HelpDesk Committee
- Learning Technology Advisory Committee, State Council of Higher Education for Virginia (SCHEV)
- New Faculty Orientation
- MSVE Ambassador
- Old Dominion University Literary Festival
- ODU Alumni Association
- ODU Bangladeshi Students Association Advisor
- ODU Young Alumni Committee
- Open VA Conference Planning Committee
- Preparing Future Faculty Steering Committee
- REACH (Resourceful Efficient Access to Campus Help) ODU
- Strategic Plan: Learning Committee on Research and Academic Strength
- University Strategic Plan Steering Committee
- University Women’s Caucus
- Week of Welcome (WOW) volunteer
During 2013, 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 2013, members of the CLT staff made five conference presentations, had two articles published in refereed academic journals, had a chapter of a book published, served as reviewers for six academic journals, and taught two courses at Old Dominion University. Several CLT staff members made presentations at the Graduate Teaching Assistant Instructor (GTAI) Institute, at the Provost’s Faculty and Adjunct Faculty Orientations, at a Preparing Future Faculty meeting, at the Old Dominion Literary Festival, as part of the PSYC 815 (Psychology of Teaching) course, and at the annual orientation at the College of Arts and Letters.

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 they 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 2013 included:

- **Hands-on instructional technology workshops** held in our new 16-seat faculty development lab to acquaint faculty members with the pedagogical uses of teaching and learning tools such as Blackboard, Adobe Connect, ODUEdit, and iPads.

- **Five Workshops for New Faculty**, which covered Writing and Reading in Content Courses, What the Faculty Asked For, Being a Good College Teacher, Aligning Assessments with Objectives, and Your Future at ODU. Each workshop was led by a faculty member intent upon sharing knowledge with his/her new colleagues.

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

- CLT’s annual Faculty Summer Institute, Bridging the Gap Between Teaching and Learning, 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.

- **Workshops** for teachers of courses taught by a variety of distance learning modes to provide guidance in managing their courses and suggestions for engaging their students.

During 2013, CLT delivered 113 different sessions of various events or workshops to the campus community. CLT staff members and ODU faculty taught more than 228 hours of workshops and seminars on behalf of the Center. Nearly 390 different faculty members, adjuncts, and graduate teaching assistants and more than 160 different administrators and staff attended these sessions, over the course of the year.

Of the 1299 attendances at CLT events, CLT had 406 responses providing feedback about specific sessions attended. The overwhelming majority of those 406 respondents, on a rising Likert scale of 1-4, reported that they were happy with the offerings of CLT. “I believe that the session’s goals and objectives were achieved” earned a 3.65 rating. “The session material was well organized and presented in an interesting manner” earned a 3.63 rating, as did “The facilitator involved the participants in the session activities.” “I believe that my participation in this session will have a positive impact upon my teaching” earned a 3.39, and “I found this session to be valuable” earned a 3.63 rating.
Faculty teachFAIR

On October 29th, 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. More than 90 participants took part in discussions about the goals, strategies, and implementation techniques of those projects.

Faculty Summer Institute on Teaching and Learning

The 2013 CLT Faculty Summer Institute, Bridging the Gap Between Teaching and Learning engendered, among the participating faculty from ODU and from other nearby universities, a vibrant discussion and the sharing of best practices to foster effective and deep learning.

The Institute began on Tuesday, May 21 with welcoming remarks from M’hammed Abdous, Director of the Center for Learning and Teaching, and from Andy Casiello, Associate Vice President for Distance Learning, and with an opening address by Provost Carol Simpson. The keynote address, “Learning By Design: How to Foster Deep Learning” was offered by Dr. Ken Bain, Provost and Vice-President for Academic Affairs and Professor of History at the University of the District of Columbia and author of What the Best College Teachers Do and What the Best College Students Do.

Later in the morning, a panel of teachers of online courses discussed “Bridging the Gap Between Face-to-Face and Online Teaching.” After a collegial lunch, Dr. Bain led an interactive workshop on ways to foster deep learning, which was followed by three breakout sessions on different topics: one about the effective use of iPads in learning; one highlighting the components of effective instruction; and a hands-on session that introduced new facts about Blackboard, ODU’s chosen learning management system.

Wednesday morning began with breakfast, followed by a panel discussion with students answering participating faculty members’ questions about how they best learn. Participants could, next, choose from three breakout sessions on various topics: positive feedback as a method of enhancing critical learning; formative assessment; and the interestingly-titled “How Engaging Do Students Think We Are?”

Satisfaction with Events at the 2013 Faculty Summer Institute on Teaching and Learning

- I believe that my participation will have a positive impact on my teaching: 3.52
- As a result of this session, I have some new ideas to incorporate into my course: 3.43
- It is likely that I will utilize information from this session within the next six months: 3.39
- An adequate amount of time was allocated to this topic: 3.38
- Overall, I was satisfied with this session: 3.52
Later in the morning, participants could choose from three more breakout sessions: mid-semester student feedback as a means of course improvement; why students miss test questions when they have access to the answers; and encouraging by example in the distance classroom. And then three more breakout sessions were offered on these topics: getting ready to teach an online course; using primary literature as a vehicle for constructing scientific knowledge; and offering writing-intensive courses online.

After lunch, Dr. Abdous presented a look at some of CLT’s most recent projects. Next, participants could attend one of four breakout sessions: one about using the Writing Workshop Model to encourage positive feedback; one devoted to teaching ways to foster and maintain a sense of community in online courses; one showing ways to implement ePortfolios; and one about ways to infuse writing into courses.

The next breakout session topics included Comprehensive Assessment of Team Member Effectiveness (CATME); cultural consciousness; and ways to use students’ mobile devices in the classroom.

Participants in the Summer Institute enjoyed continental breakfasts and luncheons on Tuesday and Wednesday. Door prizes were awarded at the end of each day of learning.

More than 180 people participated in the Institute over the two days.

Participants were asked to evaluate each session, and, from the 796 responses, the sessions received a 3.53 rating (on a rising scale of 1-4). Participants gave the statement “I believe that my participation in this session will have a positive impact on my teaching” a 3.52 rating. “As a result of this session, I have some new ideas to incorporate into my course” earned a 3.43 rating. “It is likely that I will utilize information from this session within the next six months” earned a 3.39 rating. “An adequate amount of time was allocated to this topic” earned a 3.38 rating, and “Overall, I was satisfied with this session” earned a 3.52 rating.

Participants also rated the Institute, overall, on a rising scale of 1-4. “The institute met my expectations” received a 3.68 rating. “The information and insights that I learned will help me in my teaching” earned a 3.74, while “I interacted, exchanged ideas, and learned from other colleagues” received a 3.68 rating. “The topics of the sessions and workshops were relevant” earned a 3.63 rating, while “the materials, visuals, support, etc., in the workshop were useful” earned a 3.50. “The institute date and time are suitable to me” earned a 3.74 rating. “Overall, the summer institute was worthwhile” received a 3.80 rating.
2.2 FACULTY SUPPORT

During 2013, the Center for Learning and Teaching continued to offer 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 2013, the Graphics Department at CLT produced 242 complete jobs (comprising a total of 434 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.

During 2013, Graphic staffers designed and shot several photographic still life portraits of items from Perry Library’s Special Collections and updated the collateral materials created for the Library’s “School Desegregation: Learn, Preserve, Empower” presentation.

As instructors of online courses have noticed a need for recorded video introductions, the Graphics Department has shot a variety of backgrounds that can be used as “green screens” behind the instructors.

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 2013, 45 online were completed for five colleges. Materials were created for an additional 13 courses. In addition, 74 online courses were maintained.

As always, CLT’s instructional designers and instructional technology specialists were available to consult with faculty members at any time.
Multimedia Duplication

In 2013, CLT continued to offer audio and video duplicating and playback services to the faculty, staff, and students of ODU.

The Multimedia Duplication Center staff processed 408 orders. Included were 336 orders from ODU faculty members and administrators. 72 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 23 videos for CLT or for academic use, and edited 42 other videos primarily for academic use. The staff of the Multimedia Duplication Center also proctored exams for distance students whose course-reception site is in Gornto Center.

Multimedia Development

CLT’s Multimedia Development staff contributed to several different projects during 2013, as, at the request of several different faculty members, the team developed rich media projects to incorporate into courses.

Faculty Multimedia Development Lab

In Gornto 101 during 2013, CLT offered a multimedia lab which provided faculty members with file conversion services. Walk-in services included:

- 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 could drop media off for processing, or walk in and use CLT’s hardware at their convenience.
2.3 COURSE DEVELOPMENT AND PRODUCTION

During 2013, CLT instructional designers completed three degree programs for two colleges (see Table 4) and continued/began work on 11 degree programs. They completed 45 online courses for five colleges (see Table 5) and maintained 74 other courses. 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 becomes more critical than ever. In addition to the development of online courses, CLT designers worked to update and revise current courses. In 2013, 13 courses had new material added or were revised or updated (see Table 6).

2.4 TECHNOLOGY INTEGRATION AND INNOVATION

In 2013, in an effort to help faculty to offer more interactive online activities, and to strengthen their use in all courses (regardless of delivery method), CLT developed several new tools to help faculty meet their teaching goals: interactive forms, self-assessment quizzes, reflection prompts, animations, simulations, practice tests, etc. The use of chroma-key technology was integrated into video production in order to provide more engaging video components in online courses.

CLT also worked to support students with the development of iAchieveODU, an iPad app designed to help students learn how to learn by offering them tools and resources designed to keep them on track, each semester.
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, CLT offered several other faculty-led chances for faculty to learn about best practices:

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

In 2013, 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 2013 Provost's Conversations on Teaching and Learning featured Conversations led by faculty experts on the following topics:

- **Theory and Practice: Reaching the Modern Learner**
  Jay Morris, Computer Science
- **Employing Interactive Tools to Increase Student Engagement**
  Maureen Stiner, Finance
- **Enhancing Application Skills: Tools for Improving Student Learning**
  Iran Karande, Marketing
- **Making Productive Epistemic Beliefs Explicit: Tools for Moving Beyond Surface-Level Learning**
  Steve Myran, Educational Foundations and Leadership
- **Mutual Respect: Faculty/Student Interaction at its Best**
  Arthur Taylor, Mechanical and Aerospace Engineering
- **The Application of Bloomberg Terminals to Business Education**
  Mohammad Najand, Finance
- **From the Chalkboard to the Web: Forty Years of Creativity in Teaching**
  Kay Palmer, Nursing
- **Planning Your Course: Where Does Technology Fit In?**
  Jackie Sharpe, Community and Environmental Health
- **Leveraging Technology to Support both Face-to-Face and Online or Hybrid Learning**
  Steve Zeil, Computer Science
- **From Research Question to Conceptual Model to Software Selection: Teaching Students Analysis through Modeling**
  John Sokolowski, Virginia Modeling, Analysis, and Simulation Center

Past Provost’s Conversations (Watch Archives) and selected shorts from the Conversations (Worth Sharing) can be found at http://clt.odu.edu/pctl.
The 2013 Connect with Colleagues series offered several presentations led by faculty for faculty:

**Connect with Colleagues**

- **Concept Mapping for Measuring and Promoting Conceptual Understanding**  
  Linda Irwin-DeVitis, Darden College of Education
- **Formative Assessment: Teachers and Students Using Information to Improve Learning**  
  Jack Robison, Educational Foundations and Leadership
- **Writing to Learn: a Panel Discussion by the QEP Writing Team From Research Question**  
  Remica Bingham-Risher, Writing and Faculty Development  
  Janice Hawkins, Nursing  
  Carla Harrell, Communication and Theatre Arts  
  Alison Lietzenmayer, Communication and Theatre Arts  
  Cynthia Tomovic, STEM Education and Professional Studies
- **Uncomfortable in the Classroom: A Conversation on Diversity, Equity, and Pedagogy**  
  Jennifer Kidd, Teaching & Learning  
  Jeff Toussaint, Sociology & Criminal Justice

Past Connect with Colleagues presentations can be found at http://clt.odu.edu/cwc.

**Online Workshop for to Online Teachers**

Since several departments are currently moving toward offering more programs in an online format, CLT offered its *Foundational Strategies for Effective Online Teaching* in two different formats: face-to-face and online.

**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 hosted an Online Faculty Learning Community (OFLC). CLT coordinated meetings of the group and provided a portal on the web (http://blog.clt.odu.edu/oflc/) so that members of the OFLC could share resources and best practices. There were 56 participations in the 2013 OFLC meetings, and topics included: challenges to online students, fostering a sense of community in an online course, collecting student feedback, hybrid courses, and the use of audio and video as tools for delivering student feedback.
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, in 2013, 61 faculty members (up from 2012’s 44) led discussions or presented either research or tools that they use with their students at CLT-sponsored events, including the Faculty Summer Institute, Provosts Conversations, Faculty Development Workshops, Connect with Colleagues events, or the teachFAIR, during 2013. The CLT team appreciated their willingness to share their expertise and thanks them for their enthusiasm and their participation:

Ivan Ash, Psychology
Pete Baker, Teaching and Learning
Remica Bingham-Risher, English; Director, Writing and Faculty Development
Jonna Bobzien, Communication Disorders & Special Education
Tim Bostic, English
C.J. Butler, Communication Disorders & Special Education
David Chapman, Urban Studies and Public Administration
Denise Claiborne, Dental Hygiene
Charles Daniels, Engineering Management and Systems Engineering
Gianluca DeLeo, Medical Diagnostic and Translational Sciences
Declan DePaor, Geophysics; Director, Pretlow Planetarium
Kevin Eric DePew, English
Sue Doviak, Mathematics and Statistics
David Earnest, Political Science and Geography
Betty Rose Facer, Foreign Languages and Literatures
Jennifer Fish, Women’s Studies
Joyce Flores, Dental Hygiene
Charles Gray, Sociology & Criminal Justice
Elif Guler, English
Carla Harrell, Communication and Theatre Arts
Janice Hawkins, Nursing
Steve Hsiung, Engineering Technology
Kiran Karande, Marketing
Jennifer Kidd, Teaching & Learning
Sue Kimmel, Teaching & Learning
Amy Landers, Psychology
Richard Landers, Psychology
Alison Leitzenmayer, Communication and Theatre Arts
Timothy Madden, Management
Terri Mathews, College of Science

Garrett McAuliffe, Counseling and Human Services
Linda Miller-Dunleavy, Communication Disorders & Special Education
Jay Morris, Computer Science
Steve Myran, Educational Foundations and Leadership
Mohammad Najand, Finance
Kyle Nicholas, Communication and Theatre Arts
Andrea Nolan, English
Chris Osgood, College of Sciences
Kay Palmer, Nursing
Jesse Richman, Political Science and Geography
Jack Robinson, Educational Foundations and Leadership
Scott Sechrist, Medical Diagnostic and Translational Sciences
Jackie Sharpe, Community and Environmental Health
Yuzhong Shen, Modeling, Simulation, and Visualization Engineering
Don Smith, Sociology & Criminal Justice
Tom Socha, Communication and Theatre Arts
John Sokolowski, Virginia Modeling, Analysis, and Simulation Center
Andres Sousa-Poza, Engineering Management
Maureen Stiner, Finance
Arthur Taylor, Mechanical and Aerospace Engineering
Cynthia Tomovic, STEM Education and Professional Studies
Jeff Toussaint, Sociology and Criminal Justice
Steven Walk, Engineering Technology
Heather Weddington, English
Mary Westbrook, English
Gordon Whitman, Psychology
Lynn Wiles, Nursing
Jennifer Younkin, Psychology
Wie Yusuf, Urban Studies and Public Administration
Steve Zell, Computer Science
Harry Zhu, Information Technology
and administrators:
Lesa Clark, Intercultural Relations
BethAnn Dickie, Educational Accessibility
Joann Ervin, Virginia Assistive Technology System (VATS)
Alonzo Flowers, Educational Foundations and Leadership
Christopher Jefferson, Student Activities and Leadership
Jeanie Kline, Academic Affairs
Sharon Martin, Distance Learning
Tisha Paredes, Institutional Research and Assessment
Worth Pickering, Institutional Research and Assessment
2.6 UNIVERSITY-WIDE OR COLLEGE-WIDE SUPPORT PROJECTS

The Center for Learning and Teaching is often asked to support University projects. Below are a few that CLT coordinated and/or updated during 2013:

UNIVERSITY-WIDE:

Online Orientation for New Faculty and Administrators

This online orientation, developed and maintained by CLT, includes 22 ten-minute video recordings of ODU administrators welcoming new faculty and administrators and explaining the various departments of the campus, was updated during the summer of 2013. View the orientation online at http://clt.odu.edu/fao.

RSVP for New Faculty On-campus Orientation

In collaboration with Academic Affairs, CLT updated the online environment that is designed for newly-hired faculty members to help them get through the new-hire process easily and quickly. From this environment, they RSVP to attend the on-campus faculty orientation in late August and they have the opportunity to complete several administrative tasks before they arrive to teach. For example, they can request parking passes, obtain their university IDs, and establish their MIDAS identification.
2.7 FACULTY INNOVATOR GRANT PROGRAM

CLT administered its annual Faculty Innovator Grants, which encourage the University community in the use of technology in teaching, both in the classroom and beyond. During 2013, the Center for Learning and Teaching at Old Dominion worked with recipients on the completion of the work for the following seven Faculty Innovator grants:

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

**iComPADibility: 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 Odontology 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
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 Katsioloudis, 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.

In December 2013, CLT is proud to have awarded five Faculty Innovator Grants for 2014. Recipients include:

**Przemyslaw Bogacki, Mathematics and Statistics**

**Developing Interactive Modules for 3D Visualization in Multivariable Calculus**
Numerous topics in multivariable calculus involve three-dimensional geometry objects, e.g., points, vectors, lines, curves, planes, surfaces, and solids. Students often find these objects difficult to visualize, partially owing to the limitations inherent to the traditional 2-dimensional media, such as whiteboards or pages in textbooks. We propose to develop a collection of simple but effective modules which would allow the students to explore 3D objects in an interactive fashion (including zoom, rotate, pan viewport controls). The technology we propose to use will ensure accessibility of these modules using a web browser on a wide variety of platforms, including smartphones.
Laura C. Chezan, Communication Disorders and Special Education
Otilia Popescu, Engineering Technology – Electrical Engineering
Orlando Ayala, Engineering Technology – Mechanical Engineering
Milka Nikolic, Physics

Critical Thinking: Beyond Theoretical Knowledge
Our primary goal in this project is to improve the critical thinking skills of undergraduate and graduate students in the field of special education, engineering, and physics. To achieve our goal we will address (a) all stages of learning (i.e., acquisition, fluency, generalization, and maintenance) and (b) individual student motivation. We will implement several technology tools (i.e., Webquest, i-Clickers, and ResponseWare) that may have the potential to promote students’ critical thinking.

Helen Crompton, Teaching & Learning
Declan DePaor, Physics
Stephen Burgin, STEM Education and Professional Studies

Using Mobile Learning to Facilitate Student Questioning in Large Classes
It is important to have students ask questions as they can enhance themselves as active and autonomous learners. However, gaining student interaction in large university classes is a challenge. Through this grant, we will be able to conduct a qualitative study to understand how technology can support students in asking questions in large questions and also determine the types and quality of the questions asked. This grant will help us be able to better understand how programs used on mobile devices can support student questioning in large classes; this will lead to publications and on campus dissemination.

Jennifer Fish, Women's Studies
David C. Earnest, International Studies/Political Science and Geography

Applying Visual Sociology: Global Data Collection as a Teaching/Learning Platform
This teaching-learning project builds upon the completion of the Visual Images of Globalization Online Repository research completed by David Earnest and Jennifer Fish in 2011. After establishing an online teaching website, integrating a visual exercise in six globalization seminars, presenting findings at two national conferences of the International Studies Association, bringing an international photo exhibition to ODU and American University, and completing a peer-reviewed international journal article, we seek to expand this project by engaging students and researchers from other colleges and developing our database through the collection of material in global study immersion courses and field research planned for 2014-2015. Our project has reached a stage that requires professional equipment to maximize the quality and impact of this research.

Wie Yusuf, Urban Studies and Public Administration
David Chapman, Urban Studies and Public Administration
Rochelle (Shelley) Rodrigo, English

Development of Online Course PFF 700: Graduate Student Professional Development
Most graduate students are prepared for high-level coursework and exceptional levels of work, but many are not prepared for life in the academy and for future careers in academia. This project will develop an online professional development course as a mechanism for better preparing graduate students by establishing a multidisciplinary community of scholars, and encouraging joint exploration of the academy and its expectations, socialization and networking, future career paths, and other relevant issues. The project will count toward completion of the Preparing Future Faculty certificate and will be open to all ODU graduate students.

The CLT staff will be working with these FIG recipients on their projects throughout 2014.
2.8 RESEARCH

Presentations:


**Abdous, M.** (2013, October 15). Beyond the hype: How are MOOCs affecting higher education ecosystems? Paper presented at OpenVA Conference, Fredericksburg, Virginia.

**Abdous, M.** (2013, June 4-7). Beyond the hype: How are MOOCs affecting higher education ecosystems? Paper presented at the New Media Consortium (NMC) Annual Conference, Hilton Head, South Carolina.


**Armstrong, J.C.** (2013, March 28-29) Improving Academic Writing Skills with English Language Learners at the College Level. Presented at Old Dominion University's 34th Annual Spring Conference on the Teaching of Writing, Norfolk, Virginia.


Articles in Refereed Journals:


He, W., & **Abdous, M.** (2013). Knowledge-centered support and service innovation: Experience and insights from a faculty support service organization. The Journal of Information and Knowledge Management System, 43(1). [*Outstanding Paper of 2013*]

Book chapter:

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.muohio.edu/ject/

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

During 2013, two CLT staff members taught courses at Old Dominion, in addition to their work for the Center: both Loreta Ulmer and Chris Nickel taught TLED 430/530, PK-12 Instructional Technology.

2.10 CLT ADVISORY BOARD

In 2013, the CLT Advisory Board continued to assist in the development of policies, programming, and activities that strengthen and advance teaching at Old Dominion University.

The Board served 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 2013-2014 Advisory Board included:

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
Collin Hust, ODU Student Body President
Student Government Association

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

June Ritchie, Assistant Director
Center for Learning and Teaching

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

**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.**
2013 DATA
3.1 GRAPHICS

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

<table>
<thead>
<tr>
<th>COLLEGE</th>
<th>2013</th>
<th>2012</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distance Learning</td>
<td>68</td>
<td>74</td>
<td>115</td>
</tr>
<tr>
<td>Administration</td>
<td>3</td>
<td>10</td>
<td>14</td>
</tr>
<tr>
<td>Arts and Letters</td>
<td>19</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Business and Public Administration</td>
<td>2</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Education</td>
<td>31</td>
<td>21</td>
<td>27</td>
</tr>
<tr>
<td>Engineering and Technology</td>
<td>8</td>
<td>11</td>
<td>14</td>
</tr>
<tr>
<td>Health Sciences</td>
<td>6</td>
<td>10</td>
<td>9</td>
</tr>
<tr>
<td>Sciences</td>
<td>85</td>
<td>86</td>
<td>71</td>
</tr>
<tr>
<td>Library</td>
<td>13</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Campus Orgs</td>
<td>7</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Off Campus/ Other</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>242</td>
<td>233</td>
<td>268</td>
</tr>
</tbody>
</table>

*Most jobs contain several job units, for total of 434.
3.2 MULTIMEDIA DUPLICATION

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

<table>
<thead>
<tr>
<th>COLLEGE</th>
<th>2013</th>
<th>2012</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials Created for Faculty</td>
<td>336</td>
<td>640</td>
<td>732</td>
</tr>
<tr>
<td>Materials Created for Local Students</td>
<td>1</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Materials Created for TTN Sites</td>
<td>72</td>
<td>65</td>
<td>84</td>
</tr>
<tr>
<td><strong>Total Materials Created</strong></td>
<td><strong>408</strong></td>
<td><strong>706</strong></td>
<td><strong>821</strong></td>
</tr>
<tr>
<td>Students Visits to View Class Archives</td>
<td>1</td>
<td>22</td>
<td>30</td>
</tr>
</tbody>
</table>

In addition, the MMDV Center’s staff filmed and edited 23 videos for CLT or for academic use and edited 42 other videos primarily for academic uses (most of which are currently available at http://www.youtube.com/user/cltodu).
3.3 FACULTY DEVELOPMENT EVENT SUMMARY

- Session attendance records summarized by college for events offered through teachODU

<table>
<thead>
<tr>
<th>COLLEGE</th>
<th>Educational Technologies</th>
<th>Teaching and Learning**</th>
<th>Technology Classroom***</th>
<th>Teaching Broadcast Courses Series</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts and Letters</td>
<td>100</td>
<td>59</td>
<td>45</td>
<td>126</td>
<td>110</td>
</tr>
<tr>
<td>Business and Public Administration</td>
<td>24</td>
<td>23</td>
<td>44</td>
<td>61</td>
<td>28</td>
</tr>
<tr>
<td>Education</td>
<td>112</td>
<td>109</td>
<td>80</td>
<td>86</td>
<td>58</td>
</tr>
<tr>
<td>Engineering and Technology</td>
<td>38</td>
<td>18</td>
<td>16</td>
<td>71</td>
<td>12</td>
</tr>
<tr>
<td>Health Sciences</td>
<td>38</td>
<td>28</td>
<td>25</td>
<td>83</td>
<td>58</td>
</tr>
<tr>
<td>Sciences</td>
<td>22</td>
<td>34</td>
<td>24</td>
<td>64</td>
<td>64</td>
</tr>
<tr>
<td><strong>Total Faculty</strong></td>
<td>334</td>
<td>271</td>
<td>234</td>
<td>491</td>
<td>330</td>
</tr>
<tr>
<td>Total Staff</td>
<td>41</td>
<td>120</td>
<td>130</td>
<td>261</td>
<td>251</td>
</tr>
<tr>
<td><strong>Total Other</strong></td>
<td>40</td>
<td>88</td>
<td>111</td>
<td>57</td>
<td>1</td>
</tr>
<tr>
<td><strong>Overall Total</strong></td>
<td>415</td>
<td>479</td>
<td>364</td>
<td>863</td>
<td>638</td>
</tr>
</tbody>
</table>

* Adobe Connect, Blackboard Series, Digital Learning Resources, iPad Series, ODUEdit, Respondus LockDown Browser

** Connect with Colleagues, Creating Online Activities, Faculty Summer Institute, Provost’s Conversations on Teaching and Learning, teachFAIR, Workshops for New Faculty and New Adjuncts, Foundational Strategies for Effective Online Teaching

*** 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>
<thead>
<tr>
<th>Human Services Online Program</th>
<th>Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online Maritime, Ports, and Logistics Management Certificate</td>
<td>Business and Public Administration</td>
</tr>
<tr>
<td>Graduate Certificate in Public Procurement</td>
<td>Business and Public Administration</td>
</tr>
</tbody>
</table>

### 3.5 ONLINE COURSE PRODUCTION

- Production of individual courses completed in the specified years

<table>
<thead>
<tr>
<th>COLLEGE</th>
<th>2013</th>
<th>2012</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts and Letters</td>
<td>10</td>
<td>6</td>
<td>3*</td>
</tr>
<tr>
<td>Business and Public Administration</td>
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</tr>
<tr>
<td>Education</td>
<td>13</td>
<td>15</td>
<td>11*</td>
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<tr>
<td>Engineering and Technology</td>
<td>4</td>
<td>2*</td>
<td>4*</td>
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<td>Health Sciences</td>
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<td></td>
</tr>
<tr>
<td>Sciences</td>
<td>3</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>45</strong></td>
<td><strong>30</strong></td>
<td><strong>23</strong></td>
</tr>
</tbody>
</table>

**Online Course Production by College:**

- **Arts and Letters:** COMM 101R, COMM 200S, COMM 260, COMM 270A, COMM 305, COMM 372T, COMM 401, CRJS/SOC 396, CRJS 495, HIST 356
- **Business and Public Administration:** BNAL 306, IT 325, IT 420, OPMIT 611, PADM 651, PAS 301, PAS 395, PAS 410, PORT 614, PORT 615, PORT 697, PPCM 718, PPCM 719, PPCM 728, PPCM 731
- **Education:** FOUN 611, FOUN 612, FOUN 722, HMSV 468, HMSV 441, HMSV 447, HMSV 448, HMSV 449, SMGT 653, SMGT 652, SMGT 660, SMGT 650, SMGT 675
- **Engineering and Technology:** ENMA 600, ENMA 603; ENMA 710/810, ENMA 780/880
- **Science:** BIOL 405, CS 462/562, CS 463/563
3.6 MATERIALS PRODUCED FOR EXISTING COURSES SUMMARY

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

<table>
<thead>
<tr>
<th>COLLEGE</th>
<th>2013</th>
<th>2012</th>
<th>2011</th>
<th>2010</th>
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<tbody>
<tr>
<td>Arts and Letters</td>
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<td>Business and Public Administration</td>
<td>2</td>
<td>3</td>
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</tr>
<tr>
<td>Education</td>
<td>8</td>
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<td>2</td>
</tr>
<tr>
<td>Engineering and Technology</td>
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<td>4</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Health Sciences</td>
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<td>1</td>
<td>10</td>
<td>3</td>
</tr>
<tr>
<td>Sciences</td>
<td>1</td>
<td>4</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>University College</td>
<td>1</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
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<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>13</strong></td>
<td><strong>21</strong></td>
<td><strong>32</strong></td>
<td><strong>14</strong></td>
</tr>
</tbody>
</table>

2013 Production of Course Materials for Existing Courses by College:

*Business and Public Administration:* PORT 610 and MSCM 610; MGMT 485W

*Education:* HMSV 339, HMSV 344, HMSV Online Program, Fix Problems with CD in course, SPED 610 (2 listings), SPED 400 (2 listings)

*Health Sciences:* Taping a class on 9/19; MEDT 340

*Other:* Preparing for Registration
3.7 EVALUATIONS OF 2013 CLT PROJECTS

- 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 the ability of the CLT staff</td>
<td>107</td>
<td>2</td>
<td>5</td>
<td>4.73</td>
<td>0.559</td>
</tr>
<tr>
<td>Friendliness and courtesy of the CLT staff</td>
<td>107</td>
<td>1</td>
<td>5</td>
<td>4.72</td>
<td>0.641</td>
</tr>
<tr>
<td>Effort and willingness of the CLT staff to understand and solve problems</td>
<td>107</td>
<td>1</td>
<td>5</td>
<td>4.68</td>
<td>0.735</td>
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<tr>
<td>Promptness and timeliness of services provided by the CLT staff</td>
<td>107</td>
<td>1</td>
<td>5</td>
<td>4.64</td>
<td>0.77</td>
</tr>
<tr>
<td>Overall, how satisfied were you with the quality of this project?</td>
<td>107</td>
<td>1</td>
<td>5</td>
<td>4.66</td>
<td>0.713</td>
</tr>
</tbody>
</table>

3.8 OTHER WORKSHOPS

<table>
<thead>
<tr>
<th>NOT-AT-CLT WORKSHOPS</th>
<th># participations</th>
</tr>
</thead>
<tbody>
<tr>
<td>iPad Workshops</td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>30</td>
</tr>
<tr>
<td>T&amp;L</td>
<td>5</td>
</tr>
<tr>
<td>Nursing</td>
<td>12</td>
</tr>
<tr>
<td>Naval Science</td>
<td>9</td>
</tr>
<tr>
<td>Special Ed</td>
<td>15</td>
</tr>
</tbody>
</table>

| Workshops for Navy          |                  |
| Workshop 1                  | 8                |
| Workshop 2                  | 8                |
| Workshop 3                  | 8                |
| Workshop 4                  | 8                |

| Total Workshops             | 103              |
Center for Learning and Teaching

CLT keeps its focus on pedagogy by working with faculty to engage their students to become effective, motivated and successful learners. To achieve this goal, CLT offers a variety of workshops and one-on-one consultations tailored to faculty needs, and generates opportunities for ODU’s faculty to interact, share, and reflect on their teaching practices. In addition to this, CLT collaborates with faculty to leverage various technologies to achieve their learning outcomes.