During 2014, the staff – instructional designers, instructional technologists, graphic designers, multimedia designers and others – at Old Dominion University’s Center for Learning and Teaching worked hard to help ODU’s faculty focus on teaching. Nearly 70 different faculty collaborators shared their best practices with their colleagues at CLT events and workshops. CLT staff and members of the faculty led a number of other workshops.

But that’s just part of the CLT story. During 2014, CLT’s instructional designers and technologists worked with ODU’s faculty to develop 57 online courses. Two online programs were completed.

Yet again in 2014, the Provost’s Conversations on Teaching and Learning series, held during Spring and Fall semesters, featured twelve faculty members who stimulated thought and discussion on a variety of open topics. The Connect with Colleagues series offered an additional twelve faculty members to showcase their best practices. The annual Faculty Summer Institute on Teaching and Learning in May focused on the topic of Online and Face-to-Face Teaching: Realizing the Best of Both Worlds. The Institute was well-attended and its sessions were well-led by the Faculty of the Institute. And, during the annual Faculty teachFAIR, more than 25 faculty members, at 14 different exhibits, shared their innovations using technology and other strategies in teaching.

In 2014, CLT worked with faculty on five Faculty Innovator Grant projects 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 four FIG grants for 2015. 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 fourth annual retreat was held at the Virginia Beach Higher Education Center in mid-August. At the retreat, the CLT team took time 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.

All of us at the Center for Learning and Teaching pledge to be of service to faculty throughout 2015 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:
About CLT

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 2014-2019 ODU Strategic Plan’s objective to innovate in academic programming and instruction, 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 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
- 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 of 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 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
- Support of inter-departmental research activities
- Development and implementation of best practices and procedures within CLT.
1.2 2014 GOALS

To achieve this mission, the Center for Learning and Teaching focused on the following goals during 2014:

1. Assist the University with the implementation of strategic initiatives, including the production of online programs
   - Teaching and learning enhancement initiatives

2. 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
   - Needs Assessment Survey
   - Workshops by Old Dominion University faculty

3. 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

4. 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, 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
5. Share, research, evaluate, demonstrate, and integrate appropriate technologies

6. 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

7. 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

8. 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

9. 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

10. 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 2014 STAFF

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Louisiana State University

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Instructional Technology Specialist  
MA, Educational Technology  
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BFA, Design and Illustration  
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Program Coordinator  
BS, Business Administration/Marketing  
Mercy College

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

Jacky Gray  
Graphic Design Manager  
BA, Visual Design  
Universidad de Caldas, Colombia
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BFA (Visual Communication), American Intercontinental University
MsEE, Northern Illinois University

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Certificate, Television and Film Media
UCLA

Rachel Isabelle
Multimedia Specialist
BA, Media Arts and Design
James Madison University

Christy Low
Instructional Designer
PhD, Education
Capella University

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Instructional Technology Specialist
M. Eng., Modeling and Simulation
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Instructional Designer
MS, Business/Industry Training
Old Dominion University

Tracie Ortiz
Instructional Designer
PhD, Educational Technology
University of Hawaii at Manoa
1.4 ORGANIZATIONAL CHART

Director, Center for Learning and Teaching
Assistant Vice President for Teaching with Technology
M’hammed Abdous

- Associate Director
  - June Ritchie

- Instructional Designer
  - Deborah Norris
  - Glenda Warner
  - Christy Low
  - Chris Nickel
  - Tracie Ortiz
  - Ana Trepeta
  - Kayla Jiang

- Faculty Liaison
  - Susan Boze

- Technical Writer
  - Alison Schoen

- Multimedia Duplication
  - Fred Huffman

- Faculty Support Center Liaison
  - Anita Wiggins Bailey

- Program Coordinator
  - Joy Fisher-Sykes

- Senior Instructional Designer
  - Loretta Ulmer

- Program Coordinator
  - Dexter Marcelino

- Graphic Designer
  - Cheli Scott

- Graphic Design Manager
  - Jacky Gray

- Multimedia Designer
  - Brian Williamson
  - Mark Altamero
  - Rachel Isabelle

- Instructional Technology Specialist
  - Yong Chen
  - Daniel Greenwood
  - Faisal Mahmud
  - Jackie Lewis
  - Spring Brennan

- Multimedia Production Manager
  - Stuart Gordon

- Instructional Designer
  - June Ritchie
  - Christy Low
  - Tracie Ortiz
  - Ana Trepeta
  - Kayla Jiang
  - Deborah Norris
  - Glenda Warner
  - 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

Graphics Department (Gornto 129-131)
- 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. CLT STAFF MEMBERS’ INVOLVEMENT WITH ODU

In 2014, members of the CLT staff were involved in the following University organizations and initiatives:

- Academic Enhancement Peer Mentoring/Tutor Training
- Association of University Administrators
- Adjunct Faculty Orientation
- Association of University Administrators
- Bangladeshi Students Association
- Blackboard Spring Release Update
- Classroom Central Advisory Committee
- Course Evaluation Committee
- Distance Learning Technology Transition
- Diversity Institute Presentation
- Dissertation Committee work
- ePortfolio Learning Committee
- ePortfolio Working Group for Faculty
- Faculty/Staff Alumni Committee
- Freshman Service Experience
- 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
- ITS HelpDesk Committee
- ITS WordPress Training Committee
- Lynda.com Deployment at ODU
- New Faculty Orientation
- New Tenure Track Faculty Workshop
- ODU Alumni Association
- ODU Art Education’s Saturday Morning Classes at Chrysler Museum
- ODU Young Alumni Committee
- Preparing Future Faculty Steering Committee
- Preparing Future Faculty Workshops
- President’s Lecture Series Committee
- REACH (Resourceful Efficient Access to Campus Help) ODU
- Service Learning Advisory Committee
- Student Course Evaluations Committee
- United Way Day of Caring
- University Women’s Caucus
- Virginia Space Grant Consortium Master Teacher Training
- Week of Welcome (WOW) volunteer
2014 Achievements

During 2014, 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 2014, members of the CLT staff made seven conference presentations, had two articles published in refereed academic journals, served as reviewers for six academic journals, and taught two courses at Old Dominion University. Several different CLT staff members made presentations at the Graduate Teaching Assistant Instructor (GTAI) Institute, at the Provost’s Faculty and Adjunct Faculty Orientations, and at a Preparing Future Faculty meeting.

See more specific information in sections 2.8 and 2.9.
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 2014 included:

- **Hands-on instructional technology** workshops held in our 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
- **Four Workshops for New Faculty**, on topics including Student Engagement, Accommodations, Advising Students, Academic Dishonesty, and Generational Issues, and ODU’s support services. Each workshop was led by a faculty member or faculty members intent upon sharing knowledge with his/her new colleagues
- **The Adjunct-to-Adjunct Workshops, led by adjuncts for adjuncts**, to acquaint them with the tools that will best help them in their teaching careers at ODU
- **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, **Online and Face-to-Face Teaching: Realizing the Best of Both Worlds**, 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 2014, CLT delivered 135 different sessions of various events or workshops to the campus community. CLT staff members and ODU faculty taught 200 hours of workshops and seminars on behalf of the Center. Nearly 490 different faculty members, adjuncts, graduate teaching assistants, and administrators attended these sessions, over the course of the year.

**Satisfaction with CLT workshops:**

Of the 1080 attendances at CLT events, CLT had 442 responses providing feedback about specific sessions attended. The overwhelming majority of those 442 respondents, on a rising Likert scale of 1-4, reported that they were happy with the offerings of CLT:

**Satisfaction with CLT projects:**

Of the 227 projects completed by its staff in 2014 for all six colleges, CLT received feedback for 57. On a rising Likert scale of 1-5, the “knowledge and ability of the CLT staff” received a 4.64 score. The staff’s “friendliness and courtesy” received a 4.8; its “effort and willingness to understand and solve problems” received a 4.69; the “promptness and timeliness of the services provided” received a 4.53; and to the question “Overall, how satisfied were you with the quality of this project?” the response was a 4.6 out of 5.

---

**Faculty Satisfaction with CLT’s 2014 workshops**

| I believe that the session’s goals and objectives were achieved. | 3.42 |
| The session material was well organized and presented in an interesting manner. | 3.35 |
| The facilitator involved the participants in the session activities. | 3.50 |
| I believe that my participation in this session will have a positive impact upon my teaching. | 3.26 |
| I found this session to be valuable. | 3.45 |
Faculty teachFAIR
On October 28th, CLT sponsored a teaching and learning fair in the River Rooms at Webb University Center, at which more than 25 faculty and administrators, at fourteen different exhibitions, shared teaching and learning posters and instructional technology projects in an open house reception format. More than 50 participants took part in discussions about the goals, strategies, and implementation techniques of those projects.

Faculty Summer Institute on Teaching and Learning
The 2014 CLT Faculty Summer Institute, Online and Face-to-Face Teaching: Realizing the Best of Both Worlds engendered, among the participating faculty from ODU and from other nearby universities, a vibrant discussion and the sharing of best practices in teaching via a variety of modes.

The Institute began on Tuesday, May 20 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, “21st Century Learning: Implications for College Teaching” was offered by Dr. Chris Dede, Timothy E. Wirth Professor in Learning Technologies at Harvard’s Graduate School of Education.

Dr. Dede’s keynote was followed by a workshop in which he discussed the application of new media to aid in 21st century learning.

After lunch, three different workshops were offered covering these topics: seeing beyond our own perspectives: a faculty learning community helps students write and learn diversity; the transition to online interactive video: lessons, strategies, and opportunities; and enhancing student integrative learning: a discussion with faculty who use ePortfolio.

After a break, three more workshops were offered on these topics: playing the best of both worlds: gaming face-to-face and distance pedagogies through insistent design; managing more with less: simple technological interfaces for classroom and professional use; and using ePortfolio to enhance integrative learning among students.

Wednesday morning began with breakfast, followed by a panel discussion with students answering participating faculty members’ questions about the difference between online and face-to-face courses. After that, faculty participants engaged in a discussion about what they’d learned about the student perspective.

After a break, three workshops covered these topics: learning to learn: there’s a game for that; “You want me to sit Where?!” intergroup contact theory in the classroom; and bridging the gap between SNS consumer training and education.

Following lunch, four different workshops offered participants options. Topics included: integrating service learning into the ODU curriculum; improving disciplinary writing through action

Satisfaction with Events
at the 2014 Faculty Summer Institute on Teaching and Learning

This session contributed to my knowledge and understanding of teaching and learning. 3.46
As a result of this session, I have new ideas to incorporate into my course. 3.44
It is likely that I will utilize information from this session within the next six months. 3.25
An adequate amount of time was allocated to this topic. 3.34
Overall, I was satisfied with this session. 3.46
projects: sparking departmental change; digital legos as learning: building online/hybrid learning experiences; and idea fusion: ePortfolios in the health sciences.

Later in the afternoon, participants could choose from workshops on these three topics: how to show, not tell: screencasting (video) for better feedback; blended learning with Learning Catalytics; and what to do if your foreign language class is cancelled (a look at voki.com as a way to teach French and German).

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 190 people from ODU and from nearby universities participated in the Institute over the two days. All six colleges were well-represented. 64% of the ODU participants were faculty members; 36% worked in Academic Affairs, Student Engagement and Enrollment, or “Other.”

Participants were asked to evaluate each session, and, on a Likert scale with 0=Not Applicable to Me, 1=Strongly Disagree, 2=Disagree, 3=Agree, and 4=Strongly Agree, these were their responses to the worth of the sessions:

Then, participants noted their approval of the entire Faculty Summer Institute:

Almost immediately upon the successful completion of 2014’s Faculty Summer Institute on Teaching and Learning, plans for the 2015 Institute were developed.

---

**Satisfaction with the 2014 Faculty Summer Institute on Teaching and Learning**

<table>
<thead>
<tr>
<th>Description</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Institute met my expectations.</td>
<td>3.32</td>
</tr>
<tr>
<td>The information and insights I learned will help me in my teaching.</td>
<td>3.18</td>
</tr>
<tr>
<td>I interacted, exchanged ideas, and learned from other colleagues.</td>
<td>3.57</td>
</tr>
<tr>
<td>Overall, the Summer Institute was worthwhile.</td>
<td>3.53</td>
</tr>
<tr>
<td>The topics of the sessions and workshops were relevant.</td>
<td>3.36</td>
</tr>
<tr>
<td>The materials, audiovisuals, supports, etc., in the sessions were useful.</td>
<td>3.25</td>
</tr>
<tr>
<td>The Institute date and time are suitable for me.</td>
<td>3.65</td>
</tr>
</tbody>
</table>
2.2 FACULTY SUPPORT

During 2014, 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 2014, the Graphics Department at CLT produced 289 complete jobs for faculty members, staff members, University organizations and groups, or students.

In addition to designing research posters, the Graphics Department created maps, illustrations, charts, graphs, logos, banners, displays, PowerPoint templates, and certificates used in books and scholarly journals, in PowerPoint and Prezi presentations, grant proposals, videos, 2D and 3D animations, learning activities, and websites.

The Graphics Department supports online course production: drawing, recreating, and optimizing the aesthetics of the graphics and the visual composition of each element used in the course.

**Instructional Design / Instructional Technology**

In 2014, 57 online courses were completed for five colleges. Materials were created for an additional six 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 2014, CLT continued to offer audio and video duplicating services to the faculty, staff, and students of ODU.

The Multimedia Duplication Center staff processed 146 different multimedia projects for the ODU academic community. In addition, the center’s staff filmed 36 projects and edited 71 videos for academic use. The staff of the Multimedia Duplication Center also proctored 42 exams for 595 distance students whose course-reception site is in Gornto Center.

Multimedia Development
CLT’s Multimedia Development staff produced several different projects during 2014, including creation of a 3D animated simulation that helps prepare cytotechnology students learn how to prepare glass slides that contain human cells and are used for cellular research. The team also produced course introduction, faculty introduction, and module videos for 150 online courses, developed processes for rapid creation of 2D animation, and researched new inexpensive tools for faculty to use when creating their own multimedia components.

Faculty Multimedia Development Lab
In Gornto 101 during 2014, CLT offered a multimedia lab which provided faculty members with file conversion services. Walk-in services included:

- Digitization of 35mm slides and paper documents
- Digital conversion of VHS tapes and audio cassettes
- Conversion of DVD video to online video formats
2.3 COURSE DEVELOPMENT AND PRODUCTION  

During 2014, CLT instructional designers completed two degree programs for two different colleges (see Table 4) and continued/began work on 16 degree programs. They completed 57 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 2014, six courses had new material added or were revised or updated (see Table 6).

2.4 TECHNOLOGY INTEGRATION AND INNOVATION  

In 2014, 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 continued development of iAchieveODU, an app for the iPad that, during 2014, was redesigned for android use, as well. iAchieveODU helps students learn how to learn by offering them tools and resources designed to keep them on track, each semester.
2.5 BEST PRACTICES DISSEMINATION

In addition to the already-mentioned annual Faculty Summer Institute on Teaching and Learning, CLT offered several other faculty-led opportunities to learn about their colleagues’ best practices:

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

In 2014, 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 2014 Provost’s Conversations on Teaching and Learning featured Conversations led by faculty experts on the following topics:

- **Successfully Facilitating an Online or Hybrid Course**
  Shana Pribesh, Educational Foundations and Leadership
- **Interacting with Students**
  Debbie Bauman, Dental Hygiene
- **Improving Course and their End-of-Semester Evaluation using Mid-Semester Evaluations and Online Video Responses**
  Richard Landers, Industrial/Organizational Psychology
- **The Act of Reflection as a Means of Course Improvement**
  David Earnest, Political Science and International Studies
- **Perspectives on Teaching: SCHEV Outstanding Faculty Award Winners**
  Mark Butler, Biological Sciences
  Carolyn Rutledge, Nursing
  Steve Yetiv, Political Science and International Studies
- **Problem Solving: Art, Science and Craft**
  Alex Godunov, Physics
- **How to Facilitate Student Questioning in Large Classrooms**
  Helen Crompton, Instructional Technology
  Stephen Burgin, STEM Education and Professional Studies
  Declan DePaor, Geophysics
- **Integrating Research into Teaching: Bringing the Undergraduate Research Experience to the Classroom**
  Bridget Anderson, Linguistics

Nearly 190 participants (representing all six colleges as well as the campus administration) attended the Provost’s Conversations. Past Conversations (Watch Archives) and selected shorts from the Conversations (Worth Sharing) can be found at http://clt.odu.edu/pctl.
The 2014 Connect with Colleagues series offered several presentations led by faculty for faculty:

**Connect with Colleagues**

- **Integrative Learning: Helping Students Connect Academic Knowledge and Relevant Practical Experiences**
  Tisha Paredes, Assessment
  Ed Gomez, Human Movement Sciences
  Vivian Paige, Accounting
  Scott Sechrist, Medical Diagnostic and Translational Sciences

- **Copyright / Copywrong**
  James D. Wright, Associate University Counsel
  Donna Hughes-Oldenburg, University Libraries
  Karen Vaughan, University Libraries

- **Preventing and Addressing Plagiarism**
  Mike DeBowes, Student Conduct and Academic Integrity
  Elizabeth Vincelette, The Writing Center

- **Interdisciplinary Writing Across ODU**
  Stacie Ringleb, Mechanical and Aerospace Engineering
  Tatyana Lobova, Biological Sciences
  Kaa Hinton-Johnson, Teaching & Learning

There were more than 60 participants in the Connect with Colleagues series, representing all six colleges.

**Online Workshop for 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. During the year, 68 participants made their way through the course. There were participants from each of the six colleges, along with several from the administration.
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, 67 faculty members and administrators 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 2014. The CLT team appreciated their willingness to share their expertise and thanks them for their enthusiasm and their participation:

Bridget Anderson, Linguistics
Debbie Bauman, Dental Hygiene
Judith Dunkerly-Bean, Teaching & Learning
Ann Bruhn, Dental Hygiene
Stephen Burgin, STEM Education and Professional Studies
Mark Butler, Biological Sciences
Cheryl Champagne, English
Laurie Craigen, Counseling and Human Services
Helen Crompton, Instructional Technology
Charlotte Currier, English
Mike DeBowes, Student Conduct and Academic Integrity
Declan DePaor, Physics
Elisabeth Dickie, Educational Accessibility
Deri Draper, STEM Education and Professional Studies
Jill Dustin, Counseling and Human Services
David Earnest, Political Science and International Studies
Betty Rose Facer, Foreign Languages and Literatures
Alex Godunov, Physics
Ed Gomez, Human Movement Sciences
Tiffany Hall, Teaching & Learning
Wu He, Information Technology and Decision Sciences
Kristin Hendrick, English
Kaa Hinton-Johnson, Teaching & Learning
Jennifer Kidd, Teaching & Learning
Brian Kurisky, Honors College
Amy Landers, Psychology
Richard Landers, Psychology
Yaohang Li, Computer Science
Tatyana Lobova, Biological Sciences
Minori Marken, Foreign Languages and Literatures
Lisa Mayes, Academic Enhancement
Megan McKittrick, English
David Metzger, Honors College
Megan Mize, English
Kevin Moberly, English
Tara Neumark, Dental Hygiene
Donna Hughes-Oldenburg, University Libraries
Chris Osgood, Biological Sciences
Vivian Paige, Accounting
Tisha Paredes, Assessment
Worth Pickering, Assessment
Shana Pribesh, Educational Foundations and Leadership

Belinda Rafferty, English
Stacie Ringleb, Mechanical and Aerospace Engineering
Remica Bingham-Risher, Writing and Faculty Development
Shelley Rodrigo, English
Julia Romberger, English
Carolyn Rutledge, Nursing
Scott Sechrist, Medical Diagnostic and Translational Sciences
Jackie Sharpe, Community and Environmental Health
Jody Sommerfeldt, Teaching & Learning
Narketta Sparkman, Counseling and Human Services
Bob Spina, Undergraduate Studies and Assessment
Yeonghee Suh, Teaching & Learning
Melvina Sunter, Sociology and Criminal Justice
JaNae Taylor, Counseling Services
Jeff Toussaint, Sociology and Criminal Justice
Karen Vaughan, University Libraries
Elizabeth Vinette, English
Sylvana Watson, Communication Disorders and Special Education
Lynn Wiles, Nursing
D.E. Wittkower, Philosophy and Religious Studies
Jay Wright, University Counsel
Steve Yetiv, Political Science and International Studies
Jennifer Younkin, Psychology
Wie Yusuf, Urban Studies and Public Administration
Ouafaa Zouali, Foreign Languages and Literatures
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 2014:

UNIVERSITY-WIDE:

Online Orientation for New Faculty and Administrators
This online orientation, developed and maintained by CLT, includes 23 ten-minute video recordings of ODU administrators welcoming new faculty and administrators and explaining the various departments of the campus, was updated and re-posted in a new format during the summer of 2014. 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 2014, the Center for Learning and Teaching at Old Dominion worked with recipients on the completion of the work for the following five Faculty Innovator grants:

**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.
In December 2014, CLT is proud to have awarded four Faculty Innovator Grants for 2015. Recipients include:

**Jill Stefaniak, STEM Education & Professional Studies**
Elizabeth Vincelette, English
Michael Holt, Academic Skills-Student Success Center

_A Cognitive Apprenticeship to promote Paraphrasing Skills Among Undergraduate Students_

The central idea for this project is to develop a cognitive apprenticeship to assist instructors with teaching undergraduate students paraphrasing skills to aid in their student success. A community of practice will be developed as a faculty development resource to provide instructors with a set of instructional activities, standardized rubrics for instructional modules, and additional resources to ensure consistency of course delivery. In addition, an online repository will also be developed to provide students with supplemental instruction and assistance.

**Elizabeth Vincelette, English**
Jamie Henthorn, English
Jeffrey Turner, Academic Enhancement

**Using iPad Apps to Develop Reflective Practices in an Interdisciplinary Writing Center**
The Writing Center would like to research ways for students to reflect digitally at the end of tutoring appointments. With a combination of hardware (iPad Minis) and various software apps, students could generate their own session notes to maintain for themselves, and, if they choose, to send to their professor. In order to promote multi-modal composition, students could choose to either use the audio/video based apps to record a spoken narrative of what they learned in their appointment or could choose to write their comments. Ideally, this practice would integrate with e-portfolios and support knowledge transfer.

**Daniel Richards, English**
Julia Romberger, English

**Helping Students Better Streamline Service-Learning Projects**

Faculty in technical and professional writing are tasked with ensuring that students are able to apply the concepts learned in class to an actual project outside of the classroom walls through the lens of service-learning. However, service-learning projects require high levels of engagement and suitable technological infrastructures for effective communication between students, faculty, and external clients. To foster higher levels of student engagement in service-learning projects and facilitate the development of project management skills, we intend to implement SharePoint as a learning and management tool that allows for more effective collaboration, sustained communication, clarity of tasks, and opportunities for interdisciplinary connections.

**Kevin Moberly, English**
Shelley Rodrigo, English
Megan McKittrick, English
Megan Mize, English

**Gaming the System: Teach, Learn, Win!**
The CLT Summer Institute provides an opportunity for modelling, networking, and integrative learning. Yet, many participants do little more than listen to panelists, missing the opportunity to engage fully with not just ideas, but other instructors and scholars. This project proposes to “gamify” the CLT Summer Institute, among other events, adding a playful element to the conference that promotes interaction and critical engagement with the concepts discussed by panelists and participants.

The CLT staff will be working with these FIG recipients on their projects throughout 2015.
2.8 RESEARCH

Presentations:


Armstrong, J. (2014, February 12). Bloom’s Taxonomy and Apps in Higher Education. Presentation at Apple Day @ ODU, Norfolk, VA.


Articles in Refereed Journals:


Members of the CLT staff serve as reviewers for several academic journals:
Computers and Education Journal
International Journal of Educational Management
International Review of Research in Open and Distance Learning Journal
Journal of Asynchronous Learning Networks
Journal on Excellence in College Teaching
Quality Assurance in Education Journal
2.9 TEACHING

During 2014, 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 2014, 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 2014-2015 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
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
Christopher Ndiritu Student Body President
Chris Osgood, Associate Dean College of Sciences
Richard Overbaugh, Professor, Department of Teaching & Learning College of Education
Julia Romberger, 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
Data:
Course Development and Production

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

<table>
<thead>
<tr>
<th>College / Organization</th>
<th>2014</th>
<th>2013</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distance Learning</td>
<td>57</td>
<td>68</td>
<td>74</td>
</tr>
<tr>
<td>Administration</td>
<td>5</td>
<td>3</td>
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<tr>
<td>Arts &amp; Letters</td>
<td>10</td>
<td>19</td>
<td>6</td>
</tr>
<tr>
<td>Business and Public Administration</td>
<td>5</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Education</td>
<td>58</td>
<td>31</td>
<td>21</td>
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<tr>
<td>Engineering and Technology</td>
<td>10</td>
<td>8</td>
<td>11</td>
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<tr>
<td>Health Sciences</td>
<td>24</td>
<td>6</td>
<td>10</td>
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<tr>
<td>Sciences</td>
<td>120</td>
<td>85</td>
<td>86</td>
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<tr>
<td>Library</td>
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<td>5</td>
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<tr>
<td>Campus Orgs</td>
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<td>4</td>
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<tr>
<td>Off Campus / Other</td>
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<td>2</td>
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<tr>
<td><strong>Total</strong></td>
<td>289</td>
<td>242</td>
<td>233</td>
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</table>

3.2 MULTIMEDIA DUPLICATION
Projects filmed, edited, or duplicated for the academic community

<table>
<thead>
<tr>
<th>Type</th>
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<th>2013</th>
<th>2012</th>
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</thead>
<tbody>
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<td>Projects Filmed</td>
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<td>23</td>
<td>5</td>
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<tr>
<td>Film Projects Edited</td>
<td>71</td>
<td>41</td>
<td>30</td>
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<tr>
<td>Materials Created for Faculty</td>
<td>128</td>
<td>336</td>
<td>640</td>
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<tr>
<td>Materials Created for TTN Sites</td>
<td>19</td>
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<tr>
<td><strong>Total Materials Developed</strong></td>
<td>254</td>
<td>472</td>
<td>740</td>
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In addition, the MMDV Center’s staff filmed 36 projects and edited 71 videos for academic use. These ended up as 37 DVDs and 34 QuickTime videos (many 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*

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<td>Teaching</td>
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<td>Teaching Broadcast Courses</td>
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<td>34</td>
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<td>13</td>
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</tr>
</tbody>
</table>

* Adobe Connect, Blackboard Series, iPad Series, ODUEdit, Social Media Technologies

** Assessment, Connect with Colleagues, Course Organization and Content, Creating Online Activities, Faculty Summer Institute, Foundational Strategies for Effective Online Teaching, Fresh Minds, Interaction and Collaboration, the Online Faculty Learning Community, Provost’s Conversations on Teaching and Learning, teachFAIR, Workshops for New Faculty

*** Personal Response System (Clickers)

**** Logistics for Live Distance Learning Courses, Engaging Students in Live Distance Learning Courses
3.4 ONLINE PROGRAMS SUMMARY
Online Programs Completed during 2014

<table>
<thead>
<tr>
<th>Program</th>
<th>Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sport Management Online Graduate Program</td>
<td></td>
</tr>
<tr>
<td>Graduate Certificate in Cyber Security</td>
<td></td>
</tr>
</tbody>
</table>

3.5 COURSE PRODUCTION: ONLINE COURSES
Production of individual courses completed in the specified years

<table>
<thead>
<tr>
<th>College</th>
<th>2014</th>
<th>2013</th>
<th>2012</th>
</tr>
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<tbody>
<tr>
<td>Arts and Letters</td>
<td>17</td>
<td>10</td>
<td>6</td>
</tr>
<tr>
<td>Business and Public Administration</td>
<td>24</td>
<td>15</td>
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</tr>
<tr>
<td>Education</td>
<td>6</td>
<td>13</td>
<td>15</td>
</tr>
<tr>
<td>Engineering and Technology</td>
<td>3</td>
<td>4</td>
<td>2*</td>
</tr>
<tr>
<td>Health Sciences</td>
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<tr>
<td>Sciences</td>
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<tr>
<td>Total</td>
<td>57</td>
<td>45</td>
<td>30</td>
</tr>
</tbody>
</table>

Online Course Production by College:

- **Arts and Letters**: COMM 302, COMM 303, COMM 314, COMM 315W, COMM 326, COMM 333, COMM 335W, COMM 351, COMM 400W/500W, COMM 403, COMM 445, COMM 447, ENGL 370, ENGL 395L, ENGL 730, HIST 361, SOC 201S
- **Business and Public Administration**: BNAL 206, BNAL 606, BNAL 610, FIN 317, FIN 323, IT 310, IT 361, IT 425, MBA 600, MBA 601, MBA 603, MBA 604, MGMT 605, MKTG 311, MKTG 308, PADM 652, PADM 671, PADM 701, PADM 714, PADM 733, PADM 753, PAS 395, PAS 395, PAS 411
- **Education**: SPED 701, SPED 702, SRM 655, SRM 746, SRM 764, STEM 251G
- **Engineering and Technology**: CET 210, ENMA 302, MAE 672
3.6 COURSE PRODUCTION: MATERIALS COMPLETED 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>2014</th>
<th>2013</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts and Letters</td>
<td>1</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Business and Public Administration</td>
<td>2</td>
<td>3</td>
<td></td>
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<tr>
<td>Education</td>
<td>3</td>
<td>8</td>
<td>11</td>
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<tr>
<td>Engineering</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Health Sciences</td>
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<td>1</td>
<td></td>
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<tr>
<td>Sciences</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>University College</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Other</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>6</strong></td>
<td><strong>13</strong></td>
<td><strong>21</strong></td>
</tr>
</tbody>
</table>

2014 Production of Course Materials for Existing Courses by College:

*Arts and Letters:* DANC 185

*Education:* COUN 695/895, COUN 633; HMSV 341

*Other:* Safe Space Faculty Training, Preparing for Registration
3.7 EVALUATION OF CLT’S 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>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge and ability of the CLT staff</td>
<td>57</td>
<td>1</td>
<td>5</td>
<td>4.64</td>
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<tr>
<td>Friendliness and courtesy of the CLT staff</td>
<td>57</td>
<td>1</td>
<td>5</td>
<td>4.8</td>
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<tr>
<td>Effort and willingness of the CLT staff to understand and solve problems</td>
<td>57</td>
<td>1</td>
<td>5</td>
<td>4.69</td>
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<tr>
<td>Promptness and timeliness of services provided by the CLT staff</td>
<td>57</td>
<td>1</td>
<td>5</td>
<td>4.53</td>
</tr>
<tr>
<td>Overall, how satisfied are you with the quality of this project?</td>
<td>57</td>
<td>1</td>
<td>5</td>
<td>4.6</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 2014, 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 instructors to use the latest technologies for meeting their teaching goals.