

CIT Advisory Board

31 October 2006
201 Tower Room – Perkins Library

In Attendance: *Jeff Dawson, Roger Loyd, Jean Ferguson, Wayne Miller, Len Spicer, Owen Astrachan, Joe Harris, George Trey Turner, Julian Lombardi, Nevin Fouts, Lee Willard, Molly Tamarkin, Martin Brooke, Lynne O'Brien, Willonda Cheek*

Absent: *Dick Danner, Pat Halpin*

Guests: *Samantha Earp, Amy Campbell, Kent Glander, Rebecca Bach*

The meeting began at 4:05p.

1. Lynne introduced the new representative from the Pratt School of Engineering, Martin Brooke.

2. The meeting began with updates from some of the school representatives.

Nevin Fouts from the Fuqua School of Business gave a brief overview of the mobile content portal project being implemented by Fuqua in conjunction with Apple:

- The Fuqua website will link to the mobile content portal; users can access iTunes in the context of Fuqua's extranet.
- The intranet pilot version is already in place, with the purpose to 'refresh' lectures already attended and provide general augmentation/supplemental materials.
- With this program, there is anticipated potential with international and ESL students who may otherwise have a harder time absorbing lecture content.
- Plans are to eventually deploy this augmentation feature across all classes. Access would be restricted to students based on the courses they are enrolled in.
- A user agreement detailing restrictions on sharing content would be required from students before they would be allowed to use the application.
- As various copyright restrictions vary according to content source, legal policies and procedures are still being mapped out, i.e. faculty options to start/stop class discussion during lectures on sensitive topics.

George Trey Turner gave a brief overview of the Nursing School's instructional technology activities. He explained how they used a text-to-speech program to convert text-based lectures to audio files for use with the iPod. The Duke School of Nursing recently received a \$1.43 million dollar grant was to develop a program/center for development of faculty expertise in technology. Duke was one of only of two universities in the country which received this grant. Planning for the implementation of this grant is actively underway.

3. Discussion of CIT grants and faculty development plans.

Lynne noted that projects often take a cross-section of resources and an extended length of time to see them through to completion, citing Trudy Abel's project as an example. She pointed out that it is hard to gauge success at the immediate conclusion of a project. The CIT evaluator will be working to interview individual grant recipients from previous years to find out more about the long term impact of grants.

Amy Campbell asked faculty guests to share their experiences with the Board on using CIT grant programs to help with integrating technology in the classroom.

- Rebecca Bach said she applied for the instructional technology fellows program, proposing to use information she learned to teach interns to do websites for the community organizations they were working with. She stated that this was a successful program for her; the program served as a gateway course for her as she never even used Blackboard before the program. Since completing the IT Fellowship, Rebecca has gone on to do additional technology activities in her courses and has served as a resource for other faculty in her department.
- Ken Glander reported that he is still seeking workable solutions to the issues he hoped to address in his project. His proposal involved use of the iPod by students to document eating habits, along with information from a pedometer, and an journal. The iPod was not the best technology for this. So far he is using written records but is also interested in the possibility of a PDA-based survey tool.

Amy Campbell then gave a review of the existing and proposed grants for the year. Julian Lombardi inquired on the technology link for some of the programs proposed to be supported, as not all of the existing problems/challenges were necessarily technological in nature. Amy replied that the goal was to access needs first, and then find an appropriate technological solution. Lynne added that they are charged with trying to meet varying levels of technological needs, and the variety of programs is intended to address a mix of skills and interests.

Faculty might have to try several different things before they find the technology and strategy that best fits what they are attempting to do (Glander). Faculty who start with one technology project eventually go on to do other things (Bach). This implies that we should be open to supporting some projects even if we don't have a complete solution for them right away.

Julian asked for clarification on whether programs goals would be more focused on marrying needs to technological applications or simply identifying needs and exploring all possible solutions (which may or may not be a technology application). Lynne commented that grants typically involve technology, but all types of CIT grants are also focused on good pedagogy.

Nevin Fouts pointed out that one of the biggest challenges remains making people aware of existing technology applications' capabilities and uses. It is important to provide lots of real life examples, focusing on the functionality enabled by the technology. CIT's faculty IT profiles are a good idea but need to be expanded, searchable in different ways and include a focus on the functionality the new technology provided.

Rebecca pointed out that faculty need lots of educational outreach about possibilities. Faculty are more likely to listen to their colleagues than to IT staff.

Molly pointed out that the new teaching and learning spaces in Perkins and Bostock will offer facilities for new styles of teaching. She suggested a new area CIT could support would be training on how to make good use of technology enhanced classrooms.

Lee suggested that CIT connect with the curriculum committees so that we are "in the know" about courses that are approved for significant modifications, or new courses.

4. CIT and Duke Digital Initiative.

Samantha Earp noted that DDI does not look for concentrated problems but looks for broad support opportunities instead. She gave a brief review of the iPod program at Duke, noting that in its third year, there is a general adoption of iPods for a variety of uses in different disciplines. CIT is currently helping faculty get information into digital format, and substantial copyright challenges remain to be addressed as all classroom materials do not fall under fair use.

There was discussion on how to make faculty more aware of the iPod's function and options. Rebecca Bach noted a number of problems with getting hardware far enough in advance for faculty and IT support staff to become familiar with the devices. She felt that iPods were not intuitive to use, that more training is needed and that the online documentation is inadequate. Lynne said that CIT offered several ipod orientation workshops were offered, but the response was low. She asked the group on suggestions on how to make the connect with faculty, and 1) short online tutorials and 2) faculty-led workshops were offered as solutions. Rebecca suggested having an easier process for faculty to try out equipment. For example, have the library check out iPods to anyone who wants to try one, without having to apply formally for a loner.

The meeting was adjourned at 5:10p

Respectfully submitted by Willonda C. Cheek, Staff Assistant.