

# Center for Instructional Technology

## Fall 2006 Summary

The Center for Instructional Technology (CIT) supports the academic mission of Duke University by helping faculty find innovative ways to use technology to achieve their teaching goals. Drawing on expertise in technology and pedagogy, the CIT staff consults directly with faculty; respond to inquiries from within and beyond Duke; and offer events, training, and other assistance. This report summarizes CIT's activities in the first half of the 2006-2007 academic year.

### Inquiries, Consulting and Ad Hoc Projects

CIT responded to approximately 325 internal and 50 external requests in fall 2006. The largest volume of inquiries was received via email (including emails generated by the "Ask CIT" web form). Simple requests and inquiries were resolved via telephone or email. Technical questions on infrastructure services such as Blackboard or the streaming media server are referred to the OIT Help Desk. Frequently received inquiries included:

- Reserving equipment and/or scheduling training in the CIT lab
- Blackboard questions, including requests for training or pedagogical consulting
- Inquiries on how to use campus infrastructure or pilot services to support teaching (e.g. streaming media, Brownstone EDU, DukeCapture)

Inquiries requiring more extensive research and consultation may evolve into ad hoc consulting projects. Sample projects of this type in fall 2006 included:

- Consulting and training for building student portfolios in German 65
- Conducting custom Tablet PC training sessions for Chemistry lab coordinators
- Technical and pedagogical consulting for the best means of producing and delivering laboratory prep videos to replace TA presentations in physics

Sample consulting requests from fall 2006 included:

- A professor in public policy requested assistance in linking existing recordings in a variety of large audio and video file formats into his Blackboard course site
- A writing program instructor wanted assistance in planning a course project for students to create interlinked web pages to form a class-produced web site, including how to assess these types of student projects
- An instructor in a language department not teaching an iPod course asked for advice on how best to share large (10-30MB) audio files with her students
- A faculty member in chemistry wanted advice on issues to consider in using Blackboard or other campus tools for online assessment to students in a large enrollment course
- An instructor in political science asked for guidance on how to set up a private class blog, including advice on best practices for using blogs in teaching
- A faculty member in the school of medicine asked for advice in developing online statistics modules for third year medical students, including instructional design advice and technical consulting on software options
- A faculty member in music needed assistance in identifying alternative means for giving students access to music for his course after the Scholarly Communications Officer determined that his original plans would not be permitted under Fair Use or TEACH act guidelines

External inquiries were varied, including requests by administrators or researchers at other universities for reports or findings on Duke's instructional technology programs, requests from IT staff for guidance on implementation of similar programs, or press inquiries.

CIT also responded to approximately 200 related to the Duke Digital Initiative (DDI) including internal inquiries (e.g. program eligibility questions and loaner equipment requests) and external inquiries from other universities, businesses, non-profit organizations, and the press.

## Consulting & Grants

CIT had three active funding programs for fall 2006: Course Design Grants, Mini Grants, and group Fellows.

<b>Summary of CIT Grants, Fall 2006</b>	<b>Proposed</b>	<b>Approved</b>	<b>Continued</b>	<b>Total \$</b>
Course Design	7	6		\$30,000
Mini Grant	4	2	5	\$4,200
Fellows (groups/participants)	1 / 7	1 / 7	1 / 7	\$35,000

### Course Design Grants for 2006

- Ken Glander, Biological Anthropology & Anatomy - Food for Thought (BAA120)
- Amy Laura Hall, Divinity School - American Protestantism, Scientific Progress, and National Identity (RELIGION166)
- Scott Huettel, Psychiatry, Psychology, and Neurobiology - Neuroeconomics (NEUROBIO95S)
- Peter Malin, Nicholas School of the Environment and Earth Sciences - Yucca Mountain (Proposed Nuclear Waste Sight): Policy & Technology meet Geology (EOS223S)
- William Noland, Visual Art, Art and Art History - The Photobook (ARTVIS169S)
- Susan Thorne, History - Preparing the Portfolio for Preliminary Certification (HISTORY304)

Descriptions of each course are available at:  
[http://cit.duke.edu/help/funding/coursedesign\\_profile\\_s\\_06.do](http://cit.duke.edu/help/funding/coursedesign_profile_s_06.do)

### New Jump Start Grants for 2006

- Clark Bray, Mathematics - Developing an online math textbook
- Anatheia Portier-Young, Divinity - Incorporating group activities and use of the DiVE facility in a large enrollment course

CIT's new **Course Design Grants** program offered \$5,000 summer grants to fund design of new courses that include pedagogical or technological innovation(s) focused on student learning. The program received seven proposals; six were approved for support. Each faculty member was paired with a CIT consultant to design a new course for the 2006-2007 academic year.

The **CIT Jump Start Grant program** funds small projects (typically less than \$2500) on a rolling basis. Four applications were received for summer/fall 2006. Two proposals were approved for support through the program in fall 2006. The remaining two proposals were for research travel funding, which is outside the scope of this program. Five additional Mini Grants funded in the 2005-2006 academic year received consulting for ongoing activities in fall 2006.

CIT's **Instructional Technology Fellows** program provides year-long support for a group of faculty working together to implement a curricular change in a program or department. In addition to consulting and training, faculty participants who complete

program requirements receive \$2500 stipends. Two Fellows group projects were active in fall 2006:

- Law – “Using Video to Enhance Student Learning” (year long project completed Dec 2006)
- Engineering - “Exploring Tablet PCs” (Fall 2006-Spring 2007)

## **CIT Lab**

The Instructional Technology Lab located in Bostock 024 is used by faculty and academic support staff to create digital and multimedia materials for use in teaching. Details of the CIT lab’s equipment and services are available at <http://cit.duke.edu/help/lab/lab.do>. Twenty-nine (29) substantial uses were recorded in fall 2006. The majority of lab use in fall 2006 was for video editing and video digitizing projects. Other uses included slide scanning, OCR scanning, and audio recording. Approximately 50% of these users needed substantial training which was provided by CIT staff and student workers.

## **Language Technology Support**

The language technology staff provide a broad range of resources and services including digitizing, consultation, and assistance to faculty in the use of discipline-specific resources and facilities. Over 200 class sessions were held in language lab computer facilities (West & East), many of which required hands-on assistance from the lab staff. Eighty-one additional class sessions were held in West campus language lab viewing room.

In addition, an equipment pool of five laptops and four digital video cameras were available for checkout by language faculty and instructors. Seventy-nine (79) laptop checkouts and 47 camera/tripod checkouts were recorded in fall 2006.

Language technology staff also hosted 15 placement testing sessions for Chinese & for the English for International Students program in the Graduate School, and provided lab space for eight language program workshops that were staffed by the language programs. Eleven additional discipline-specific instructional technology workshops were provided to teaching staff in language departments.

## **Duke Digital Initiative**

CIT’s role in the Duke Digital Initiative for fall 2006 included the administration and management of the DDI iPod, Tablet PC, and course video production instructional programs. Working in collaboration with campus partners in OIT and departmental/school IT support units, CIT staff:

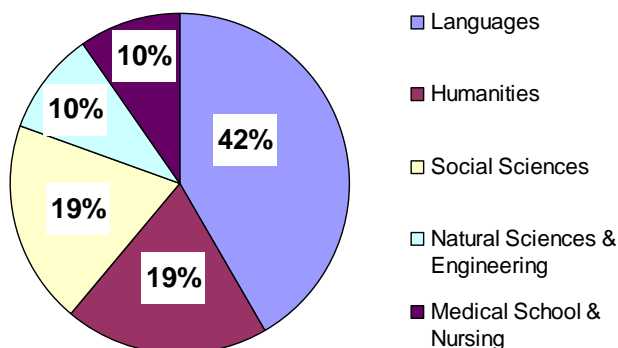
- Developed and managed the application process for the use of iPods, Tablet PCs, and video production in courses
- Developed and delivered a full range of standard workshops and custom training sessions for faculty, instructors and IT staff
- Coordinated equipment needs for iPod and Tablet PC courses with OIT and the Duke Computer Store
- Responded to a broad range of requests for information about DDI from Duke faculty, students and external audiences
- Managed communications with all faculty and students using iPods in fall courses
- Systematically evaluated the impact of DDI programs and services on faculty, students, courses, and instructional programs

A brief synopsis of the DDI programs supported by CIT is included below. A more detailed summary of the fall 2006 DDI program is currently being prepared and will be posted on the CIT web site.

### ***iPod program support***

CIT supported a total of 86 courses with 128 distinct course sections in their use of iPods in Fall 2006. These courses represent 28 subject areas grouped into 5 categories in the chart below.

**Fall 2006 iPod Courses (n=86)**



CIT provided ten different DDI-related training events to faculty in fall 2006. Over 93 faculty, staff, and TAs attended one or more of the 32 scheduled sessions. Offerings included

- Information sessions for new iPod faculty
- Q&A sessions for returning iPod faculty
- Program orientation for language instructors
- iPod 101 (hands-on session)
- iPod refresher course
- Introduction to iTunes U
- Introduction to instructional digital audio
- Introduction to instructional digital video
- iPod office hours
- Creation and editing of enhanced media

### ***Tablet PCs***

CIT staff supported the use of tablet PC short and long term loaners through software testing and training for faculty and TAs. Five faculty participated in a four-week tablet PC loaner program to evaluate their potential usefulness, and two others borrowed tablets for the full semester to use in conjunction with a fall course. Exploration and classroom pilots of tablet PC use in engineering was supported through a combination of DDI funding as well as support from the CIT Fellows program as noted above.

### ***Course Video Production***

CIT staff also provided training, consulting, and ongoing support for faculty in five course video pilots. Four of these were in language courses, and one was in an art history course.

***Duke Today*** profile of French 76 student video projects  
<http://dukenews.duke.edu/2006/12/clotaire.html>

## Events

CIT hosted or sponsored over 87 workshops, training sessions, forums, and brown bags for faculty, staff, and graduate student instructors in fall 2006.

- Total attendance to all events: 306
- Total unique attendees: 226

### Sample CIT event offerings

#### **Blackboard**

- Introduction to Blackboard 6.3 for New Users
- What's new in Blackboard 6.3?

#### **Mobile Computing**

- Using Tablet PCs in the Classroom
- New tools for data gathering and field research

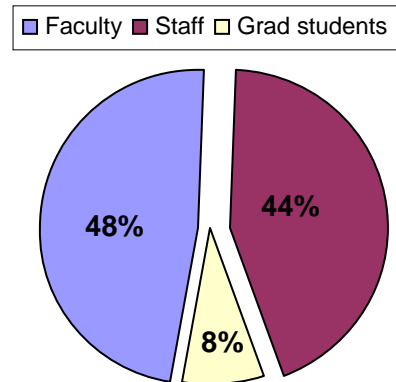
#### **Web 2.0**

- Research material repositories using Web 2.0
- Social networking for teaching and learning

#### **Other offerings**

- New faculty open house
- ©opyright FAQ: A forum for faculty on copyright in the classroom
- Distance education brown bags

### Attendees by Role



## Blackboard management and support

CIT is the functional owner of Blackboard at Duke. Blackboard™ is the campus learning management system for Duke. At least 1523 courses used Blackboard in fall 2006. Trinity College of Arts and Sciences, Nicholas School of the Environment, Pratt School of Engineering, Divinity School, the Law School, the Graduate School, and the School of Nursing all tend to use the system more extensively. The School of Medicine uses the system to complement other systems upon which they rely.

CIT staff provided support for faculty and courses using Blackboard in the following ways:

- Group and individual training – 21 group Blackboard training events and 20 individual office visits
- Developing and maintaining the Blackboard@Duke support web site <http://blackboard.duke.edu>
- Collaboration with OIT to provide a complete range of user support. In combination with the first level support for basic questions provided by the OIT Help Desk, CIT provides answers to more challenging and pedagogically based questions, as well as resolving issues related to integration with campus Student Information Systems (course registration)
- Integration with Perkins Library E-reserves service, enabling electronic documents (scanned parts of articles and books) created through the Perkins Library E-reserve service to automatically appear in the appropriate Blackboard course site within one business day
- Addition of Blog and Wiki tools, licensed from Learning Objects, Inc.
- Management of processes that automatically create course sites for most courses and automatically populate the rosters for the course sites and a web process for instructors and administrators to request course sites for courses that do not automatically get create

- Creation of Blackboard Organization sites for campus groups needing collaborative web space for non-course activities
- Ongoing evaluation of new tools and services on the horizon as well as developing an appropriate upgrade path in partnership with OIT for the Blackboard based on faculty and student needs, support requirements, and technical considerations

Use of the system as measured by files uploaded to the system (disk space usage) increased substantially this semester due primarily to the increased use of media files, especially recorded audio files for class projects captured with iPods. Other developments in fall 2006 included:

- Integration with the Duke system for capturing lectures, video and audio components through Lectoria (aka Duke Capture) using Blackboard's Building Block technology.
- Implementation of a building block to allow instructors to easily extract grades from Blackboard into a format that uploads directly into the official campus gradebook
- Self-help Flash animations on the new features of Blackboard 6.3

### **Scholarly Communications**

Duke's Scholarly Communications Office supports Duke's research, teaching, and service mission by providing guidance for faculty, students, and staff in matters relating to the dissemination and use of knowledge. The Scholarly Communications Officer position was filled by Kevin Smith in June 2006.

The Scholarly Communications Office responded to 75 inquiries in the summer and fall of 2006 from 70 faculty, library staff, university administrators and students. Approximately 1/3 of these requests came directly from faculty. Of these 75 requests, approximately 60% required multiple contacts, significant research, or both.

The topics covered by these requests were approximately 1/3 regarding fair use, 1/3 regarding other copyright compliance issues, and the remaining third a mixture of other issues, most commonly publication and protection of authors' rights.

In fall 2006, the Scholarly Communications Office also provided:

- Explanation and interpretation of the recent teaching exception to the DMCA's rules protecting digital rights management systems to be sure that as many faculty as possible who can take advantage of that exception are aware of it
- Weekly consulting sessions between Center for Instructional Technology consultants and the Scholarly Communications Officer to discuss creative ways for faculty to achieve teaching goals while still adhering to fair use guidelines.
- A public presentation in October 2006 (@copyright FAQ: A forum for faculty on copyright in the classroom) attended by 31 faculty, librarians, and IT staff to discuss copyright and fair use, particularly in reference to teaching with digital materials.
- A web site and blog offering detailed information about copyright rules for teaching, as well as scholarly publishing and other issues, available at <http://library.duke.edu/blogs/scholcomm/>