

CIT Annual Update for 2007-08

In 2007-08, the Center for Instructional Technology expanded its outreach to faculty and departments, supported faculty innovation with mobile and web-based instructional technologies, enhanced the capabilities of Blackboard, provided leadership for strategic university initiatives, and strengthened partnerships with campus IT groups and library departments.

Major accomplishments

- Increased outreach to faculty and departments to promote awareness and use of services through personal contacts, a redesigned and enhanced web site, a new biannual print newsletter to instructors, customized summary reports on CIT services to department chairs and school deans, and a new Faculty Ambassadors program
- Doubled overall attendance at workshops and events with over 900 people attending at least one of 150 events or workshops offered on over 80 different topics throughout the year, and saw a 38% increase in the number of faculty attendees over the previous year
- Provided leadership and collaborated with other campus groups on key initiatives including the Link in Perkins Library, the Duke Digital Initiative, and enhancements to Blackboard
- Supported faculty innovation through new grants and support programs including Strategic Initiative Grants, Exploratory Equipment Loans, expanded Materials Development Support and a Faculty Fellowship to explore new models for teaching in flexible technology-enhanced learning spaces



Significant challenges in 2007-08

- Blackboard upgrade delayed due to OIT resources being allocated to other major initiatives including PeopleSoft upgrade
- University-wide strategy for digital media storage not yet determined
- Identifying and addressing the implications of the rapid increase in adoption of non-Duke web-based collaboration tools (Web 2.0), such as Flickr, YouTube, Google Docs and blog tools
- Current Duke technology infrastructure does not yet mesh well with faculty and students' desire to easily collaborate in flexible groups not defined by course enrollment, frequently including non-Duke affiliates

Priorities for 2008-09

- Supporting faculty innovation and teaching in the Link
- Successfully implementing new programs in the 2008-09 Duke Digital Initiative
- Understanding the evolving instructional technology needs of faculty and tailoring CIT grants and support accordingly
- Upgrading Blackboard to the most recent version to ensure company support and needed functionality



For further details on current programs and priorities for next year and beyond, see the CIT web site which includes our Strategic Plan for 2007-2011.

I. CIT Consulting and Outreach

A large volume of CIT services are provided through direct consulting and outreach with faculty on a wide range of projects. Many of these inquiries and projects are initiated by faculty; services also include outreach by CIT staff to departments and faculty as well as services provided to graduate student instructors, teaching assistants, departmental IT and administrative staff, librarians, and others who support the work of faculty.

Quick facts for 2007-08

- CIT consulted with faculty on approximately 1000 inquiries and projects
- The Faculty Ambassadors for CIT (FACIT) program completed its first year with 12 faculty participating in this program
- Blackboard office visits increased nearly 60% (from 41 to 62); iPod office visits were slightly decreased (down from 13 to 11)
- CIT lab usage increased by 25% to a total of over 150 visits

CIT staff systematically gathered and shared information about faculty instructional technology needs through in-person and electronic outreach, departmental activities, and interdisciplinary faculty focus groups and meetings.

During Fall 2008 CIT provided three-year summary reports to many program directors, department chairs, and school deans. These reports were combined with information from discipline-specific consultants about ways CIT could be of assistance. CIT staff also attended departmental events, followed up on inquiries initiated by faculty, arranged custom departmental workshops, and met with departmental IT staff.

A new Faculty Ambassadors for CIT Program (FACIT) completed its pilot year in May 2008. Designed to improve the two-way flow of information between CIT and academic departments, FACIT consisted of monthly meetings of faculty representatives from Arts & Sciences. Faculty would hear about CIT programs, provide feedback and input on how well these programs would meet their needs, and communicate information back to their departments. Participants reported that the opportunity to discuss teaching issues in an interdisciplinary group was particularly valuable. CIT also convened a series of focus groups in December 2007 and January 2008 to gather input from faculty across campus on instructional technology priorities for CIT programs and services.

CIT's monthly email newsletter provided information about instructional technology, teaching resources and support opportunities to over 1200 subscribers, including 370 Duke faculty, 640 other Duke affiliates, and a wide external audience. Subscribers interested in Duke's instructional technology programs came from more than 75 institutions of higher education in the US, Canada, Australia and 13 other countries. Institutions represented included UNC system campuses, Harvard, Tufts, Johns Hopkins, University of Michigan, Rutgers, and Emory.

Sample consulting topics and requests

"How can I use Google Earth with my course?"

"What's the best way to set up Blackboard to support student group assignments?"

"I'd like to use blogs and wikis in an undergraduate course. What kind of assignments would work best with these tools?"

"Our department is interested in trying student PRS clickers. Where can we borrow some to experiment?"

"I'd like some ideas for how I could use technology to comment on student work."

"Can someone help me organize my large collection of digital photos and movies for teaching?"

CIT staff shared information about activities at Duke with the broader higher education community through presentations at 42 local, regional and national events.

CIT staff shared their expertise with local, regional and national audiences through conference presentations, collaborative partnerships, publications and the media. During 2007-2008, CIT staff gave presentations at 42 conferences and meetings including local and regional events such as the UNC Teaching and Learning with Technology conference and the Librarians Association of UNC-Chapel Hill (LAUNC-CH) as well as national events such as the Blackboard Developers conference, EDUCAUSE Annual Conference, Professional and Organizational Development Network (POD) conference, and the Society for Information Technology and Teacher Education International conference.

Full details of CIT professional activities
<http://cit.duke.edu/reports/activities.html>

More information on CIT Consulting and Outreach:

- Overview of consulting services: <http://cit.duke.edu/help/consult>
- Faculty Ambassadors (FACIT) program: <http://cit.duke.edu/about/facit.html>
- Monthly newsletter and bi-annual mailing: <http://cit.duke.edu/news/newsletters>
- Faculty needs assessment report:
http://cit.duke.edu/pdf/reports/FacultyNeedsSummary_Feb2008.pdf

II. Project Grants and non-monetary support

CIT provides funding to Duke instructors for experimenting with instructional technology (IT), redesigning courses to include IT, and sharing their experiences using IT with the campus community and beyond.

A Strategic Initiative Grant program in Spring 2008 awarded \$38,790 in direct project support for 5 faculty projects.

In Spring 2008, CIT offered a grant program to support faculty developing instructional technology projects which fit with Duke or their school's strategic goals. Funded proposals included:

- "The ethics of research with human subjects: Development of pedagogical multimedia modules" (Alexandra Cooper & Lorna Hicks, SSRI & Office of Research Support)
- "Mobile technologies for building evidence and knowledge in health care information systems' contributions to patient care" (Linda Goodwin, Nursing)
- "Cell phones for service learning" (Lucy Haagen, Program in Education)
- "Personal geographics: Mapping self-identity" (Merrell Shatzman; Art, Art History & Visual Studies)
- "Creating a virtual environment for writing" (Vicki Russell, University Writing Program)



Project descriptions and award information:
<http://cit.duke.edu/ideas/projects/category/type/si>

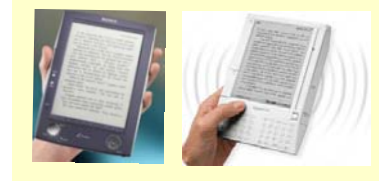
CIT awarded \$33,730 in direct funding for 19 smaller projects to support innovative teaching through its mini-grants program.

- 12 Jump Start Grants to initiate instructional technology projects on topics such as
 - Using Camtasia to deliver library instruction in General Chemistry
 - Exploring the Second Life 3D environment for Nursing
- 8 Blackboard "Great Ideas" awards of \$500 to faculty in Romance Studies, History, and the University Writing Program to collaborate with CIT to create profiles of effective uses of Blackboard in teaching.
- 1 conference travel mini-grant of \$500 toward the cost of travel to a Digital Storytelling workshop to a faculty member who will lead at least one workshop with CIT for other Duke faculty.

Project descriptions and award information:
<http://cit.duke.edu/ideas/projects/category/type/js>

CIT offered a range of non-monetary project support options including assistance in developing digital course materials and short-term loans of mobile devices for experimentation by instructors.

Our Exploratory Equipment Loan Program offered faculty the opportunity to explore the potential of handheld and mobile devices to support teaching and learning. Faculty borrowed a variety of equipment including two e-book readers, an ultra-mobile PC, and an GPS device. Faculty in a wide range of academic programs borrowed equipment during Spring 2008, including the Center for Documentary Studies, the Schools of Medicine and Nursing, Latin American Studies, and Asian & Middle Eastern Studies.



CIT provided 40 Materials Develop Support awards for the digitization or creation of digital course materials including audio, video or images. This program provides a customized plan for each faculty member including scheduled use of the CIT lab, student worker assistance, training, and copyright review of materials.

CIT lab use for training and production assistance increased 25%.

The CIT lab supported 152 visits (76 per semester), a 25% increase over the previous academic year. CIT staff and student workers used the lab to offer training and production assistance to support courses and academic programs by appointment as well as through drop-in hours 4 days per week when classes are in session.

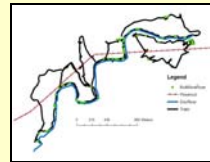


Jump Start Grant Project Profile

"The right tool for the job: Comparing ARC GIS and Google Earth for undergraduate research projects"

Julie Reynolds, Biology

What are the advantages and disadvantages of Google Earth compared with ARC GIS? Faculty often perceive ARC GIS to be a better research tool but acknowledge that its steep learning curve may put it out of reach for classroom projects. A literature review and side-by-side comparison examined the feasibility of each tool for use in undergraduate research.



Language lab use by classes remained at a high volume, and the number of laptop equipment loans increased 20%.

The language labs hosted over 400 class sessions in two computer labs, nearly 200 class sessions in its multimedia viewing room and processed over 300 equipment loans of laptops and digital video cameras to language instructors and programs. Forty-five workstations across two labs were updated. The language labs also served as the circulation point for 100 video kits purchased by the Duke Digital Initiative which supported 110 student groups for course video project use.

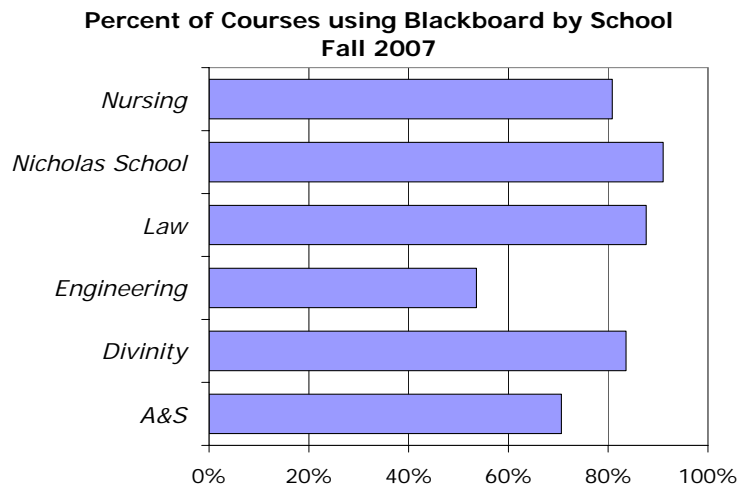
More information on CIT project grants and project support:

- CIT funding and grants programs information: <http://cit.duke.edu/help/grants/index.html>
- Materials development support: http://cit.duke.edu/help/materials/request_support.html
- Sample instructional technology projects: <http://cit.duke.edu/ideas/projects>

III. Academic Tools Exploration and Support

Quick facts for 2007-08

- Created and supported nearly 3200 active Blackboard course web sites (Fall 1605, Spring 1586)
- Created over 80 custom Blackboard organization web sites to support non-course academic purposes including research collaborations, committees and student projects
- Consumption of Blackboard disk space reached 1 terabyte, and the rate of storage consumption dropped 35% from an average of 52GB/month to 34GB/month.



The Blackboard system was enhanced with web-based audio recording, increased library resources to support courses and a tenfold increase in the file upload size limit (10MB to 100MB).

- Wimba Voice Tools web-based audio recording and podcasting tools were piloted and implemented with funding from the 2007-08 Duke Digital Initiative
- File size upload limits were increased to 100MB with no adverse effects on system performance observed
- "Librarians in Blackboard" collaborative initiative between library public services and CIT to increase the availability of customized library resources and interactions between subject librarians and undergraduates resulted in librarians providing personal resource guides in Blackboard to over 60 courses.

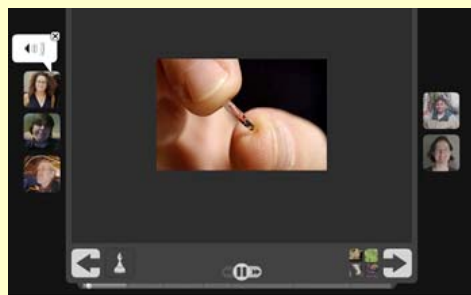
The Blackboard team identified a new tool for delivering web-based problem sets, convened meetings with faculty to discuss LMS needs, examined the landscape of learning management systems, and implemented a course retention policy.

- The Blackboard Advisory group held meetings with five schools and departments to gather input from diverse groups. Local faculty were invited to these Advisory Group meetings to provide direct input on policies and features currently in place as well as those still under development.
- An internal CIT working group examined the landscape of learning management systems (including Sakai, Moodle, and other alternatives) and prepared a report for discussion with other groups at Duke.
- CIT and A&SIST staff worked with faculty stakeholders to identify Maple TA as a potential replacement for Brownstone EDU, resulting in Maple TA purchase. OIT is leading a pilot of this web-based tool for creating online quizzes and self-assessments in Fall 2008.
- A course retention policy was implemented in Fall 2007 specifying that course sites will be retained for no longer than four years, unless instructors or departments request otherwise.

CIT offered ideas and guidance to faculty exploring pedagogical uses of web-based collaboration tools and investigated new tools to support academic use of video.

- CIT published a new web-based resource for faculty entitled "Tips for using web-based tools (Web 2.0) for academic work, including case studies and considerations for the use of tools such as Wikipedia, Second Life, Facebook, Flickr, and blogs.
- In preparation for new Duke Digital Initiative programs, CIT staff explored a variety of video annotation tools, screen capture software, and Flip cameras.

VoiceThread video Annotation software (left) and small, easy-to-use Flip video cameras were two of the technologies staff explored in preparation for the 2008-09 Duke Digital Initiative



More information on Academic Tools Explorations and Support

- Blackboard support website: <http://blackboard.duke.edu>
- Blackboard Advisory Group with Meeting Minutes: <http://blackboard.duke.edu/about/advisory.html>
- Course retention policy: <http://blackboard.duke.edu/about/retention.html>
- Tools information on CIT website: <http://cit.duke.edu/tools>
- Duke Digital Initiative web site: <http://dukedigitalinitiative.duke.edu/>

IV. Training and Events

Over 900 people attended at least one of 150 sessions on over 80 different topics hosted by CIT, including 270 faculty.

Highlights of 2007-08 CIT Training and Events

- CIT hosted a special guest speaker from Stanford University for two days of events to address the theme of Teaching in Flexible Learning Spaces.
- CIT's Annual Instructional Technology Showcase attracted 287 attendees, a 28% increase from the previous year.
- In May 2008, 68 attendees from departments and schools across campus (including 31 faculty) attended an intensive series of workshops

Invited guest speaker Dan Gilbert of Stanford University delivered a presentation and workshop on Teaching in Flexible Learning Spaces.

In October 2007, 50 attendees from Duke and other local institutions attended a presentation by Dan Gilbert from Stanford University entitled, "Innovation in Flexible Learning Spaces". Gilbert also led a workshop on teaching in flexible spaces attended by 21 faculty and administrators.

Recording and slides from the presentation are available on the CIT "Flexible Learning Spaces" page
<http://cit.duke.edu/about/current/tlc/>



Our 8th Annual Instructional Technology Showcase attracted 287 attendees, a 28% increase over last year.

The annual Showcase event of Duke's Center for Instructional Technology (CIT) on April 24, 2008 in the Bryan Center was attended by 287 people, an increase of 28% over the previous year.



Brenda Neece (Music) demonstrates ultra mobile PCs during the afternoon teaching demonstrations.

Eight morning sessions included presentations on teaching with Web 2.0, Second Life, Google Earth, and e-textbooks; project presentations from faculty in Sociology and Pharmacology; and informational sessions about upcoming opportunities for faculty including the Duke Digital Initiative and the Link.

The day culminated with 21 invited teaching demonstrations on uses of instructional technology (see photo, right) and a hands-on workshop with Sarah Robbins exploring Second Life.

On a post-event evaluation of the Showcase completed by 109 attendees, 95% reported that they would be likely to attend a future CIT Showcase. Attendees particularly noted the value of informal discussions with colleagues about teaching and IT support challenges and of learning what other faculty and departments are doing with technology in teaching.

"It is especially valuable to see the strategies and methods being applied in courses at Duke, and to hear first-hand the observations and comments from instructors about what's working well and what's not."

- 2008 Showcase attendee

Faculty and staff from 13 Arts and Sciences departments and 5 other schools attended a successful new May 2008 Workshop Series.

Held the week after exams, this highly successful series of 16 sessions attracted 68 attendees (including 31 faculty) representing 13 departments from Arts & Sciences as well as the Schools of Engineering, Law, Medicine, Nursing, The Nicholas School, Duke Libraries, and OIT.

Sessions well attended by faculty included:

- Avoiding "Death by PowerPoint"
- Enhancing your course with audio & video
- Digital narratives: Telling stories with technology
- Creating short videos using your computer screen
- Lecture Busters: Keeping students engaged
- Faculty Lunchbox Sessions on RSS, Bookmarking Tools, GoogleDocs, and WebFiles



Most attendees went to two or more workshops during the week, with some attending as many as 12 different sessions. Attendees included faculty as well as departmental IT staff, OIT staff, administrative support staff, librarians, post-docs and graduate students. Feedback from attendees was overwhelmingly positive.

More information about CIT Events:

- CIT Events calendar: <http://cit.duke.edu/help/events/calendar.do>
- CIT Showcase 2008: <http://cit.duke.edu/showcase/2008>
- Showcase pictures and video on Flickr: <http://www.flickr.com/photos/tags/dukecitshowcase2008>
- CIT May 2008 Workshop Series: <http://cit.duke.edu/help/events/may2008.html>

CIT Mission

The Center for Instructional Technology

- serves as a trusted source of information about academic technologies at Duke.
- increases faculty awareness of instructional technologies and how to use them.
- shares expertise and builds community around pedagogical aspects of technologies.
- provides opportunities for faculty to explore new technologies in their teaching.
- fosters collaboration and connection in technology planning.