

CIT 2002-2003 Faculty Fellows Program Executive Summary

Introduction

Duke's Faculty Instructional Technology Fellows program helps instructors use technology to improve teaching and learning and helps schools and departments build instructional technology expertise. Detailed information about the CIT Fellows Program is available at http://cit.duke.edu/funding/fellows_full.html

This report is a summary of the inaugural Faculty Fellows Program during the 2002-2003 academic year.

Fellows Program Activities

The program began with a weeklong orientation from May 13-17, 2002. The week's activities were coordinated by the CIT staff and included workshops, discussions, introductions to pertinent and applicable technologies for classroom instruction, project planning and development sessions, and individual consultations designed to support Fellows while implementing their projects during the 2002-03 academic year. Each Fellow was assigned a CIT staff member liaison to provide individualized consulting and assistance throughout the project. Three follow-up group meetings were held during the year (late Sept. 2002, late Jan. 2003, early Apr. 2003).

Project Objectives

Fellows had a variety of reasons for wanting to increase integration of technology into their teaching. Some frequently identified objectives included:

- Improving/enhancing student learning
- Increasing student engagement
- Increasing student-to-faculty and student-to-student interaction
- Creating a virtual meeting place to supplement face-to-face meetings
- Streamlining traditionally laborious components of course management
- Making in-class discussions more effective
- Improving the availability of course materials

2002-2003 Program Participants

Fifteen fellows were selected by the CIT Advisory Board and CIT staff:

Rebecca Bach, Sociology
James Cook, Sociology
Simon Cook, Center for Teaching, Learning and Writing
William T. Coombs, School of Medicine
Carol Flath, Slavic Languages and Literature
Jeffrey Forbes, Computer Science
Brad Hammer, Center for Teaching, Learning and Writing
Paula Lemons, Biology
Ylana Miller, History
Kristen Neuschel, History
Michael Petit, Center for Teaching, Learning and Writing
Deborah Reisinger, Romance Studies
Corey Remle, Sociology
Karin Shapiro, History
Peter Wood, History

Project Implementation

All thirteen Fellows completing the program implemented a course website or some web presence as either the foundation of or a component of their project. Nine of the thirteen used the Blackboard Course Management System to address at least one of their project objectives. Project abstracts for all of the 2002-2003 Fellows are available here: http://cit.duke.edu/funding/fellows/fellows02_names.html.

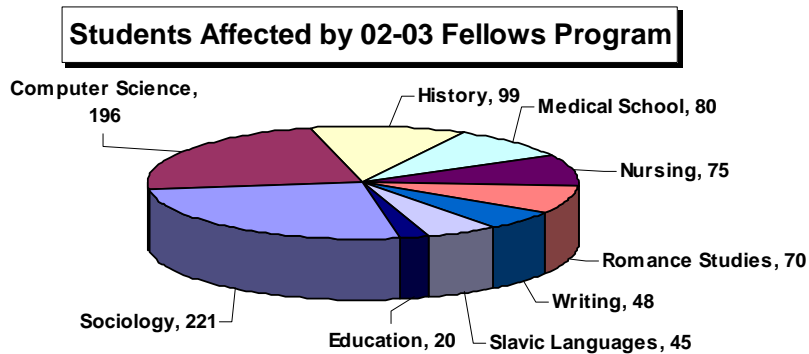
In addition to Blackboard, other technologies utilized by the Fellows included:

Technology	Purpose
Java	Building interactive simulations
Photoshop	Creating course web site design elements
Personal Response System	Providing for feedback interaction during classroom discussion

Project Outcomes

Number of Courses & Students Affected

Registration in the 24 courses affected by the Faculty Fellows projects in Fall 200 & Spring 2003 totaled 878 students.¹ The following chart summarizes the number of students involved:



Positive Outcomes Reported

Fellows reported that their projects:

- Improved students' ability to visualize course concepts
- Made content more enriching, supported with digitized video, audio, and images

¹ The total number of students impacted by the program may be slightly lower than this total, since some students may have been represented in the registration for more than one course.

- Positively impacted course dynamics
- Made lectures more dynamic and some components fascinated students
- Improved critical communication in a large course
- Saved a lot of time
- Helped students be more responsible for their own learning
- Resulted in improved student grammar & writing skills

Barriers to Success

Difficulties and setbacks reported by Fellows during implementation of their projects included:

- Problems with compatibility of technology / software configuration in campus computer labs
- Delays in the availability of digitized materials / need for more assistance than was available for digitization
- Students having difficulties using the new technology or not using the technology as intended
- Project requiring more time than anticipated

Fellows' Suggestions for Future Faculty IT Fellows

- Be intellectual and technological ambassadors
- Technology doesn't improve teaching by itself
- Incorporating IT into the curriculum without careful planning may hinder the learning process instead of enhancing it
- Test out new technologies in a course you've taught before
- Use the discussion board feature of Blackboard
- Carefully preplan before adding content to a course website

Completion & Continuation of Projects

Of the 13 Fellows who completed the program, six reported being complete or more than 75% done with their proposed project by the end of the 2003 academic year; 3 reporting being 50-75% done; and the remaining 4 finished the year at 25-50% done. The majority of the Fellows (85%) reported plans to continue expanding their project after the completion of the program.

Nearly all 13 Fellows completing the program (92%) indicated that they planned to sustain the changes made to their courses in future semesters. 39% intended to seek additional funding for the continuation of their project from other sources. A large majority (85%) indicated that they planned to extend the project into additional or different courses. Most indicated that they will encourage other faculty at Duke to use their project (54%), and several reported plans to encourage faculty outside Duke to use their project. None of the Fellows completing the program planned to discontinue their projects entirely.

Questions about the CIT Faculty IT Fellows Program can be directed to the Center for Instructional Technology (CIT) Duke University
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