CIT Faculty Instructional Technology Fellows Program
2003-2004 Individual Fellows ("Track 1")
Program Summary

Overview

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/help/funding/fellows/fellows.do

This report summarizes the 2003-2004 Track I Faculty Fellows Program. This program supports individual faculty in developing and implementing instructional technology improvements in at least one of their courses. During the year-long program, faculty work with CIT staff to learn how to develop a basic online presence for their course and enhance student learning with technologies such as Acrobat, PowerPoint, streaming media, online communication tools, online assessment tools, and self-paced learning modules.

2003-2004 Track I CIT Fellows

Seven fellows were selected by the CIT Advisory Board and CIT staff to participate in the program:

Laura Florand, *Romance Studies*
David MacLeod, *Anesthesia, Medicine*
Reiko Mazuka, *Psychology*
Bill McNairy, *Physics*
Robert Mitchell, *English*
Susan Thorne, *History*
Claire Tufts, *Romance Studies*

Program and Project Goals

The goals of CIT's Track I Fellows Program are to:

1. Develop skills, knowledge and confidence of Duke faculty in using instructional technologies to enhance teaching and learning
2. Develop Duke faculty as instructional technology resources within their departments
3. Support the development and implementation of high quality and innovative instructional technology interventions to improve student learning at Duke

Fellows had a variety of reasons for wanting to increase integration of technology into their teaching. The most relevant student outcomes for the majority of these Fellows were:

- Increasing depth of student learning
- Increasing student interest toward the subject
- Increasing student participation in class discussions

In addition, Fellows frequently cited improving the availability of course materials, modernizing course content, and saving time / improving teaching efficiency as important goals.

Fellows Program Activities

The program began with a weeklong orientation May 12-16, 2003. 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 academic year. A complete schedule is included as an Appendix to this report. During Orientation, each Fellow was assigned a CIT staff member liaison who would provide individualized consulting and assistance throughout the program. Three additional group meetings were held in September, January, and March. In addition, all Fellows presented their projects at the 2004 CIT Instructional Technology Showcase held April 22, 2004 in the Bryan Center. Images of the 2003-2004 Fellows' posters are available via the 2004 Showcase web site. Finally, each Fellow submitted a final written summary report to CIT.

Most fellows used the Blackboard Course Management System to address at least one of their project objectives. Project abstracts for all of the 2003-2004 Fellows are available here: http://cit.duke.edu/help/funding/fellows/fellows2003_2004.do.

In addition to or in combination with Blackboard, other technologies utilized by the Fellows included:

Technology	Pedagogical Purpose
Brownstone.EDU	▪ Deliver pre-lecture quizzes, lab assessments and a course survey
Streaming video	▪ Integrate film clips into class discussions and student assignments ▪ Provide cultural points of reference for cultural analysis
Online audio clips	▪ Provide aural comprehension practice to support foreign language instruction
DVDs of digitized video and audio	▪ Simplify in-class demonstrations with multimedia resources
Personal Response System	▪ Measure student learning and to promote active thinking during lectures
University of Texas Homework Service	▪ Provide automated feedback on homework practice problem sets

Outcomes

Programs, Courses & Students Affected

Faculty projects spanned 15 courses across seven programs with total registration of 730 students.[1] Faculty Fellows implemented projects in courses in the following programs of study:

- Anesthesiology

[1] Some overlap in registration across these courses is possible; the total enrollment of these courses may represent fewer than 730 unique students. In addition, two courses were cross-listed and represented more than one program of study.

- Comparative Area Studies
- English
- French
- History
- Liberal Studies
- Linguistics
- Physics
- Psychology

> "…the project has impressed other members of my department and shown them novel methods of using instructional technology."
>
> *- David MacLeod, Anesthesia*

Positive Outcomes Reported

Using a variety of methods to assess project effectiveness, Fellows reported that their projects resulted in:

- Increased access to multimedia learning materials
- Increased student interest in subject matter
- Students better prepared for and more engaged during in-class discussions
- Increased confidence on the part of the instructor to use instructional technologies
- More successful attainment of learning goals as compared to previous semesters

> "…the CIT fellows project showed me different ways to incorporate IT technologies into my teaching, and I now feel I understand enough details so that I can select those parts of IT technologies that are going to be helpful for my specific needs."
>
> *-Reiko Mazuka, Psychology*

Barriers to Success

Setbacks and challenges reported by Fellows during implementation of their projects included:

- Difficulty in locating suitable and available educational content
- Mismatch between technology format selected for project and available classroom technology (e.g. DVD vs. VHS, adequate projection system)
- Limitations of available tools for creating online assessments
- Project more time consuming than expected

Completion & Continuation of Projects

All Fellows have indicated a desire to reuse/repeat their projects in the same course, and all plan to continue developing their projects in the future as well. Most indicated that they also plan to apply the technology skills gained in another course or help other Duke faculty members. One fellow also indicated plans to encourage colleagues to use Blackboard. At the time of their final reports, none of the fellows currently plans to seek external grant funding or to work with faculty outside of Duke.

Questions about the Faculty IT Fellows Program?
Center for Instructional Technology (CIT)
Duke University
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CIT Funding Information:
http://cit.duke.edu/help/funding/funding.do

Appendix: CIT Fellows Orientation Week Schedule, 2003 - 04

Time	*Monday May 12, 2003*	*Tuesday May 13, 2003*	*Wed. May 14, 2003*	*Thursday May 15, 2003*	*Friday May 16, 2003*
8:30 - 9:00	Welcome & breakfast				
9:00 – 10:30	Program overview & introductions Determining teaching challenges; setting direction for your Fellow's project **Carpenter Board Room**	Matching goals & technology strategies **Carpenter Board Room**	Planning for assessment of your project **Carpenter Board Room**	Project planning and implementation **Carpenter Board Room**	Participants share initial project plans; plans for fulfilling the Fellow's role in your department **Perkins 226 – Opposite end of hall from Carpenter**
	Break				
10:45 – 12	Project and activities ideas – what works and what doesn't *Product:* Description of the teaching challenge(s) you plan to address and your general goals for your project **Carpenter Board Room**	Planning for results *Product:* First draft of abstract that summarizes teaching challenge, project goals, technology strategies to be tried **Carpenter Board Room**	Assessment tips and techniques *Product:* Tentative assessment plan for your project **Carpenter Board Room**	Who you gonna call? Tech support for implementing your projects *Product*: Draft of project plan **Carpenter Board Room**	Program overview & introductions **Perkins 226 – Opposite end of hall from Carpenter**
12 – 1:15	Lunch: Panel of former faculty fellows **Carpenter Board Room**	Lunch: Copyright and online course materials discussion **Perkins 223A (CIT project Room)**	Lunch: Panel of students sharing their ideas about technology and courses **Carpenter Board Room**	Lunch: Classroom presentation strategies; support for classroom needs **Old Chem 116**	Lunch: Wrap up of orientation week activities **Perkins 226 – Opposite end of hall from Carpenter**
1:15 – 2:30	Intro to Blackboard -for those new to BB or not very comfortable with it **Perkins 119** --OR-- What's new in BB 6? -for experienced BB users **Carpenter Board Room**	Preparing materials for the web (choosing the right format; scanning yourself vs. e-reserves, etc.) **Perkins 223A (CIT project Room)**	Collecting and returning assignments online: BB assignment and drop box tools **Perkins 119**	Shooting good video for web **Perkins 223A (CIT project Room)**	PROGRAM ENDS
	Break				
2:45 - 4	Using communication tools effectively; use of BB discussion board & chat (open to all) **Perkins 119**	Preparing audio for the web **Language Lab??** --OR-- Preparing images for the web **Perkins 223A (CIT project Room)**	BB assessment tools – quizzes & surveys; Other assessment options, such as Brownstone & Hot Potatoes **Perkins 119**	Editing and uploading video for web **Perkins 223A (CIT project Room)**	