The Duke Center for Instructional Technology (CIT) contributes to Duke’s academic excellence by helping instructors explore and evaluate innovative ways to use technology and pedagogy to meet their teaching goals.

Updates on 2013-2014 areas of focus

Supporting the development of excellent massive open online courses (MOOCs) and other exploratory online and distance learning pedagogical projects

- Partnered with colleagues from OIT, the Vice Provost for Academic Affairs, Duke University Libraries, and others, to develop, support, and evaluate 20 Duke MOOC sessions on Coursera including eight new courses and 10 courses which ran for a second and/or third time
- Provided comprehensive consulting and technical support in partnership with OIT for courses being taught online using web and/or videoconferencing
- Initiated the Bass Instructional Fellowship Online Apprentice Program in collaboration with the Graduate School and identified four graduate students interns to begin in fall 2014

Assisting faculty with redesigning their campus courses to include more focus on student learning, particularly “flipping the classroom” efforts

- Organized a year-long Faculty Fellowship on flipped classrooms for 12 faculty members
- Provided support and consultation to the Vice Provost for Academic Affairs for a research project examining student learning gains in flipped courses and traditional lecture courses
- Supported a diverse range of flipped and hybrid courses including several flipped courses delivered using MOOC content

Encouraging faculty to take pedagogical advantage of students’ growing access to internet-connected mobile devices in the classroom

- Presented a Teaching Thursdays seminar on using mobile devices in the classroom with a focus on Bring Your Own Device (BYOD) opportunities
- Promoted the use of device-agnostic apps in courses as opposed to focusing on specific platforms
- Provided loaner iPads and advice on how to use the devices for innovative classroom and out-of-class activities

Increasing campus infrastructure and support for video produced and used for teaching and student learning

- Expanded the video options and tools available through Sakai and supported faculty using such tools
- Provided loaner video kits to faculty members seeking to make instructional videos or explore video production options
- Provided examples and demonstrations of video to faculty participating in the Flipped Classroom Fellowship and other faculty as requested
- Co-sponsored Videos in Teaching and Learning (ViTaL) program with the Office of Information Technology. ViTaL provides discussion groups, documentation and other programs aimed at disseminating information on the uses of video for teaching and learning
Supporting the development of excellent Massive Open Online Courses and other exploratory online and distance learning pedagogical projects

Duke’s MOOC Offerings Expanded

In 2012 – 2013, Duke offered 13 course sessions on the Coursera platform. Over the past year, that number grew to 20, of which 8 were entirely new courses, and 10 courses were offered a second and/or third time.

Innovations in MOOCs

Duke was at the forefront of several innovations in MOOCs, including the following:

- **Community Teaching Assistants (TAs):** Community TAs are former MOOC students who volunteer to help support the next session of a course. Duke was among the early adopters of involving Community TAs in our ongoing MOOC support process. Community TAs were active in discussion forums and contributed positively to the overall student experience.

- **Google Hangouts:** Google Hangouts (a free, web-conferencing tool) offers opportunities for students to connect globally, share ideas and feedback with Duke Coursera faculty, and engage with invited speakers who are experts in the field.

- **Online tutorials and open textbooks:** Duke’s Data Analysis and Statistical Inference MOOC offered customized online tutorials to teach R programming as well as an open textbook.

- **Open access:** Duke’s Marine Megafauna MOOC collected and shared 96 open access articles via Public Library of Science Collections — http://www.ploscollections.org/static/megafauna.

- **Specializations:** Duke is among the first universities to offer a Specialization through Coursera: a cluster of three or more courses that culminate in a capstone project. In January 2014, Duke launched one of the initial Coursera Specializations, *Reasoning, Data Analysis and Writing* (http://bit.ly/1mJg7iC). CIT is currently working with Duke faculty to develop the capstone project for this course series.

MOOCs by the Numbers

Of the courses offered in the fall 2013 and spring 2014 semesters that have completed, here are Duke MOOCs by the numbers:

- **650,000** enrollments
- **450,000** students visited a course
- **340,000** students watched 1+ video
- **90,000** students attempted the first assessment in a course
- **15,500** students attempted the last assessment in a course
- **13,800** students earned a Statement of Accomplishment (does not include completed classes that have not yet issued certificates as of this writing)
- **38%** of students with non-zero grades complete their courses (on average).

These numbers bring the overall total number of enrollments in Duke MOOCs since the project began to over **1.6 million** with over **40,000** Statements of Accomplishments issued between 2012 and 2014.
<table>
<thead>
<tr>
<th>COURSE (SESSION)</th>
<th>START DATE</th>
<th>INSTRUCTOR(S)</th>
<th>DEPARTMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introductory Human Physiology (2nd session)</td>
<td>Aug. 2013</td>
<td>Emma Jakoi; Jennifer Carbrey</td>
<td>Cell Biology</td>
</tr>
<tr>
<td>Think Again: How to Reason and Argue (2nd session)</td>
<td>Aug. 2013</td>
<td>Walter Sinnott-Armstrong; Ram Neta</td>
<td>Philosophy</td>
</tr>
<tr>
<td>9/11 and Its Aftermath -- Part I</td>
<td>Sep. 2013</td>
<td>David Schanzer</td>
<td>Public Policy</td>
</tr>
<tr>
<td>21st Century American Foreign Policy</td>
<td>Oct. 2013</td>
<td>Bruce Jentleson</td>
<td>Public Policy</td>
</tr>
<tr>
<td>Introduction to Astronomy (2nd session)</td>
<td>Dec. 2013</td>
<td>Ronen Plesser</td>
<td>Physics</td>
</tr>
<tr>
<td>Introduction to Genetics and Evolution (3rd session)</td>
<td>Jan. 2014</td>
<td>Mohamed Noor</td>
<td>Biology</td>
</tr>
<tr>
<td>Medical Neuroscience (2nd session)</td>
<td>Jan. 2014</td>
<td>Len White</td>
<td>Community and Family Medicine</td>
</tr>
<tr>
<td>Think Again: How to Reason and Argue (3rd session)</td>
<td>Jan. 2014</td>
<td>Walter Sinnott-Armstrong; Ram Neta</td>
<td>Philosophy</td>
</tr>
<tr>
<td>Image and Video Processing: From Mars to Hollywood with a Stop at the Hospital (2nd session)</td>
<td>Jan. 2014</td>
<td>Guillermo Sapiro</td>
<td>Electrical and Materials Engineering</td>
</tr>
<tr>
<td>Introduction to Chemistry</td>
<td>Jan. 2014</td>
<td>Dorian Canelas</td>
<td>Chemistry</td>
</tr>
<tr>
<td>History and Future of (Mostly) Higher Education</td>
<td>Jan. 2014</td>
<td>Cathy Davidson</td>
<td>Franklin Humanities Institute</td>
</tr>
<tr>
<td>Introductory Human Physiology (3rd session)</td>
<td>Jan. 2014</td>
<td>Emma Jakoi; Jennifer Carbrey</td>
<td>Cell Biology</td>
</tr>
<tr>
<td>English Composition I: Achieving Expertise (2nd session)</td>
<td>Apr. 2014</td>
<td>Denise Comer</td>
<td>Thompson Writing Program</td>
</tr>
<tr>
<td>Healthcare Innovation and Entrepreneurship (2nd session)</td>
<td>Apr. 2014</td>
<td>Marilyn Lombardi; Bob Barnes</td>
<td>Nursing; Biomedical Engineering</td>
</tr>
<tr>
<td>The Brain and Space</td>
<td>May. 2014</td>
<td>Jennifer Groh</td>
<td>Psychology and Neuroscience</td>
</tr>
</tbody>
</table>
Surveys completed by MOOC students indicate that the students who take these courses are very satisfied with the experience. Students were asked to rate, on a scale from 1 (strongly disagree) to 5 (strongly agree), their agreement with several statements about the course. The statements and mean scores across all courses were:

- “I found this course to be personally fulfilling” (4.37)
- “I found the course materials engaging” (4.47)
- “I would take another course from this instructor” (4.59)

When asked to rate their overall experience on a scale from 1 (poor) to 7 (excellent), the mean rating given was a 6. Finally, students were asked if, based on their experience in the course they just completed, they would take another online course. An average of 96% of students said they would probably or definitely take another course.

These positive sentiments were also reflected in the comments that students wrote both in the surveys and in the course discussion forums. Students often commented that the course videos, other materials, and support staff contributed significantly to their positive experiences. Some typical comments were:

“Fantastic course. Exceeded my expectations in terms of presentation, organization, and learning objectives.”
(Data Analysis and Statistical Inference)

“The videos were presented extremely well with high quality photos, video clips, images, and graphs; the assignments were straightforward; the required reading gave good basics for reading scientific journal articles; and interaction from the professor and course staff was great. In a lot of classes I have taken, peer review has been a problem, but this course’s peer review went well because of the detailed grading rubric. This was the best use of peer review in any MOOC I’ve taken.”
(Marine Megafauna)

“My thanks to Professor White and his colleagues for offering such a wonderful course and putting so much work into its flawless delivery. This was the most well prepared course I’ve taken online and should be used to set the standard for other online courses.”
(Medical Neuroscience)
Preparing Future Faculty

Recognizing the need to help students become knowledgeable in online college teaching, the Graduate School’s Bass Undergraduate Instructional Program for PhD students began offering fellowships for Bass Online Apprentices (Bass OAs) in Spring 2014. CIT’s role included assisting with the research and development of GS 762 Online College Teaching, a new course covering instructional design and issues in online and hybrid higher education (and a required course for the Bass OAs).

In addition, as part of the Bass OA fellowship, students participate in an online apprenticeship for a term with CIT, gaining valuable experience working with Duke faculty and CIT consultants who have expertise in innovative teaching practices in online education and contributing to the overall development of a MOOC.

Research on MOOCs

CIT provides research design assistance and technical support to faculty members seeking to do research or evaluation using data collected via MOOCs. In the past year, we assisted with the following projects:

- **Dorian Canelas** and **Mine Çetinkaya-Rundel** are using the Classroom Community Scale to measure the extent to which students in a MOOC develop a feeling of connectedness and community.
- **Dorian Canelas** and **Denise Comer** are conducting a Gates Foundation-funded study examining course forum participation and student engagement with the other course materials and resources.
- **Jennifer Carbrey** and **Deborah Engle**, Director of Assessment at the School of Medicine, are studying the relationship between student demographics, intentions, motivation and student performance in Jennifer’s Human Physiology MOOC.
- **Dave Johnston** is studying his MOOC students’ attitudes toward environmental conservation and whether these attitudes change after the students take his MOOC in marine science and conservation.
- **Len White** is using data from his medical neuroscience MOOC to study the relationship between student participation in the MOOC and prior training in the course subject area.
- **Lilia Lopez**, a law student working with **Larry Helfer**, is using survey data from Larry’s MOOC to examine the relationship between human rights advocacy and internet use.
- **Denise Comer** received a grant from the Gates Foundation to develop and evaluate the effectiveness of an introductory writing MOOC. She found that grades assigned by her MOOC students were consistent with grades assigned by English Composition instructors, providing validation for the peer assessment grading model.
Supporting faculty redesigning their campus courses to include more focus on student learning, particularly “flipping the classroom” efforts

Flipped Classrooms

CIT sponsored a year-long fellowship for 12 faculty members from 5 schools who were interested in flipped classrooms. The fellowship focused on redesigning courses to increase student learning using active learning techniques to give students practice with the course material. Participants met every three weeks to practice active learning techniques, work on their syllabus and learning objectives, share their experiences and brainstorm solutions.

In addition, participants visited each other’s classrooms and discussed their observations to improve their own classroom experiences. Faculty members visit each other’s classrooms one at a time and use their observations to reflect on their own teaching.

In a follow-up survey (n=7), faculty reported that they used ideas from the fellowship in their own teaching. Participants especially valued being a part of a community:

“[I enjoyed] interacting with colleagues from other fields — even though the demands of their teaching and their plans for flipping were often different from my own, I learned a great deal from our conversations. I also very much enjoyed the teaching triangles and found them to be very beneficial and informative.”

“This fellowship provided a lot of great things, but by far the most important thing for me personally was having an organized meeting every three weeks that I put into my calendar. This forced me to make the time to think and reflect on my flipped class with others that were in a similar situation. I also enjoyed the organization of the “teaching triangles.” We were placed in teams of three, and each team member would sit in on the other two team member’s flipped class. The goal was to observe another flipped classroom to gain ideas to improve your own flipped course (or better prepare you for a possible future flip). Within the fellowship meetings I would hear descriptions of what my peers were doing in their classrooms, but it was hard to fully grasp the entire concept until I was able to see it for myself in action. This also provided me a chance to watch how the students responded to each in-class activity, which is at times difficult to do when you are facilitating the activities yourself.”

Pioneering Research

CIT is providing consulting and data collection services on an innovative project, led by the Vice Provost of Academic Affairs, to conduct a rigorous evaluation of a flipped classroom. Two faculty members were selected to teach their classes in both a traditional lecture format and a flipped classroom format. Students in both sections are given the same course materials, assessments, and surveys. A CIT consultant visited the flipped classroom section and collected data systematically on the percent of classroom time devoted to active learning. One of the flipped classroom experiments concludes in summer 2014, while the other will be launching in the fall of 2014.
Encouraging faculty to take pedagogical advantage of students’ growing access to internet-connected mobile devices in the classroom

Students increasingly bring their own smartphones or tablets devices to the classroom and anticipate using those devices during class. This trend is often called BYOD (Bring Your Own Device). Instructors find that they need to focus on non-platform dependent instructional tools since students may bring a wide variety of device types that utilize different platforms. In addition to researching and providing advice on a variety of platform-agnostic apps, CIT consultants help faculty members develop group activities using devices to accommodate the fact that not all students may bring a device. CIT also held a workshop on Mobile Devices and Learning that looked at the fundamentals of using mobile devices for teaching.

CIT supported a group of Italian Language Lecturers and Lecturing Fellows as they redesigned the third semester of Italian to emphasize a student-centered pedagogy based on collaborative and experiential learning. CIT provided iPads in the classroom so students could interact as groups with videos, text, and images that the students created inside and outside the classroom. For example, for a unit on food, students took pictures of their cafeteria and described the scene in Italian. Students then used the pictures as a group to create a presentation about the differences between Italian and American eating habits. Each classroom (with a cap of 15 students) had 3 or 4 iPads for group work. They also used WordPress to create individual portfolios and Box.com to share materials across the classroom. Over 200 students took this redesigned course in 2013 – 2014.

CIT concluded our Exploratory iPad Loaner program at the end of Spring 2014. From 2013 – 2014, iPads were loaned to approximately 180 faculty and students for use in the following classes and programs:

- Arabic 306 — Advanced Arabic
- Music 256 — Music History
- Spanish 111 — Intensive Elementary Spanish
- Turkish 301/302 — Contemporary Turkish Comp/Readings
- Italian (Humanities Writ Large project)
- Nurse Anesthesia (multi-semester cohort)
- DukeEngage China-Zhuhai (Immersive summer program in China)
Increasing campus infrastructure and support for video produced and used for teaching and student learning

CIT provides both technical and best practices training and advice to faculty members looking to create videos for use in teaching. CIT is also participating in ongoing exploration of media management and digital asset management platforms, including partnering with OIT and Duke Libraries to build a digital asset management tool. Over the past year, CIT explored new ways to use web and/or video-conferencing to build a digital asset management tool. Over the past year, CIT explored new ways to use web and/or video-conferencing to create new student learning experiences and new conversations.

Video and Web Conferencing in Duke Courses

CIT supported Mine Çetinkaya-Rundel’s summer 2013 class on data analysis. The class met daily for 90 minutes online using web conferencing. Student feedback was very positive and the course will be offered again in 2014.

As part of the Less Commonly Taught Languages Initiative, CIT was involved in all aspects of a collaborative project between the University of Virginia (UVa) and Duke to teach less-commonly-taught language classes using video conferencing. CIT helped faculty members at Duke effectively use Cisco TelePresence video conferencing to teach Creole to UVa students.

CIT supported David Beratan in teaching a graduate-level chemistry course to students at Duke, Carnegie Mellon University, and the University of Pittsburgh simultaneously using WebEx. Beratan collaborated with colleagues at nine locations to offer an advanced chemistry course on complex materials; he accompanied lectures with sketches on an iPad which were visible to all locations. Student groups collaborated and presented their projects using WebEx. Beratan found that he was able to strengthen research collaborations among institutions, that the technology was able to facilitate his course and that faculty at various sites were helpful contributors. He plans to continue to partner with his collaborators to teach advanced chemistry courses across institutions.

Supporting Video Production

As the number of tools for creating videos continues to grow, CIT staff members provided information about new, emerging technologies in video through several different outlets.

- CIT presented a Teaching Thursdays seminar on “Using Videos in Teaching” as part of our involvement with the ViTaL (Videos in Teaching and Learning) program. ViTaL is an exploratory program of the Duke Digital Initiative (DDI), co-sponsored by CIT and OIT, that empowers faculty to create educational videos by providing access to equipment, self-service options, and opportunities for peer-support. Components include topic-based interest group meetings, a mailing list, 3 laptop video kits available for checkout, a collection of documentation (print and video tutorials), and opportunities for training. More information at http://vital.oit.duke.edu.

- The CIT Flipped Faculty Fellowship focused several sessions on how to create videos and then took turns demonstrating their videos and receiving feedback. Faculty members have also sought out CIT’s expertise to answer questions about the types of video tools available, how to select the right tool, how to budget time and resources for video-making, and video design best practices.

- CIT rolled out a new VoiceThread integration in Sakai. VoiceThread transforms media (images, documents and videos) into a collaborative space for video, voice and text commenting. VoiceThread was used in 87 courses between fall 2013 and spring 2014.
On-going support of teaching innovation and Duke’s eLearning infrastructure

In addition to the four key areas of focus described above, CIT provides on-going support for Duke’s eLearning infrastructure and teaching innovation. This support includes consulting with faculty member across campus on a variety of topics related to technology and teaching as well as providing open office hours, workshops, and online technical expertise.

Teaching Thursdays

Over 100 people attended a CIT workshop this year. Topics included: evaluation and assessment strategies, writing good multiple choice questions, games for learning, using video in teaching, and using Sakai. 85% of workshop attendees felt that the workshop was worth their time to attend and 73% said they will use something they learning in the courses they teach or support. 92% of attendees rated the workshop they attended as effective.

Events

CIT also hosted, sponsored and/or co-sponsored several special events, sessions and talks in 2013 – 2014.

- **Not Impossible: Openly Teaching the Open Online Course.** Al Filreis, Kelly Professor at the University of Pennsylvania spoke about his experiences teaching interactive humanities courses online, including the extremely popular Coursera MOOC Modern & Contemporary American Poetry (ModPo).
- **Mine Çetinkaya-Rundel, Assistant Professor of the Practice, Department of Statistical Sciences,** spoke about teaching Statistics 104: Data Analysis and Statistical Inference as an online course in summer 2013.
- **Flipping the Classroom: Perspectives from Duke Faculty.** Participants in CIT’s Flipped Classroom Faculty Fellowship shared their experiences, ideas, lessons learned and answered questions from the audience.
- **Global Collaboration in Your Classroom.** Greg Tuke (U. Washington and Seattle University) described his logistical, pedagogical and practical approaches to building international collaboration into his courses.
- **Learning Analytics discussion group.** CIT hosted informal faculty discussions for those looking to gain insights on student learning and instructional practices through new and emerging learning analytics tools and approaches.

CIT Office Hours

CIT holds weekly office hours sessions during which faculty and staff members can drop by for help or consultation. While faculty members with larger or on-going projects typically schedule appointments, office hours have proven a popular way for people to get assistance or advice. During the past year, CIT Consultants met with 58 faculty members during office hours.

- 75% of office hours visits were about Sakai
- Most questions related to assessment — 23% had questions about tests and quizzes while another 23% requested gradebook assistance
- Wordpress consulting accounted for 15% of all visits
- 70% of all office hours visits were less than one hour in length

Sakai Support

CIT continues to support the Sakai learning management system, a versatile platform that provides a digital learning space along with a diverse array of learning tools. Between the spring and fall semesters of the 2013 – 2014 academic year, Duke faculty and staff members used Sakai in the following ways:

- Created a total of 3,382 active course sites
- Enrolled 27,250 users — faculty, support staff, and students
  - Over 17,500 student enrollments were active in Sakai
- Created 2,695 active project sites, allowing groups across campus to work collaboratively
- CIT provided assistance on 1,133 Sakai-related issues (both directly and via OIT’s Service Now)
WordPress support

CIT supports teaching uses of WordPress, a flexible web publishing tool that allows students and faculty members to create blogs, discussions, and resource repositories. WordPress sites are often course-based, but they can be used for other purposes as well (ex: faculty information pages, conferences, etc). Over the past year, Duke faculty members created 211 course sites using WordPress with another 620 sub-sites within those main sites. The most common use of WordPress is to create a blog. Members of the Duke community have created 6,020 active blogs to date. For more information, visit http://sites.duke.edu.

Inquiries via cit@duke.edu

Anyone in the Duke community, and even people from other institutions who have questions about instructional technology at Duke, can email cit@duke.edu and get a response to their question from one of CIT’s Consultants. Between the CIT email and emails/phone calls directly to consultants, CIT responded to 633 requests for information or assistance over the past year.
Sample Presentations and Invited Talks


*Transforming the Student Experience and Beyond with MOOCs and Open Learning Platforms.* Seth Anderson, EDUCAUSE Connect 2014, Chicago, IL, March 18, 2014.

*Working with Technology.* Chris Lorch, invited presentation at Duke University Clinical Research Training Program, co-presented with Emily Mazure from Duke University Medical Center Library. April 10, 2014

*Engaging the Online Learner.* Sophia Stone, invited presentation at Campbell University College of Pharmacy and Health Sciences, April 24, 2014.


Outreach and Conferences

CIT staff members attended several conferences throughout the 2013-2014 year to stay current with trends and new developments across the field. These included:

- Learning Technology Consortium, Amy Kenyon and Andrea Novicki
- Ivy Plus Meetings, Shawn Miller
- Educause 2013, Lynne O’Brien
- Annual Convention and World Languages Expo, Elise Mueller
- Coursera Partner’s Conference, Justin Johnson, Shawn Miller, and Lynne O’Brien
- EDUCAUSE Learning Initiative, Elise Mueller
- EDUCAUSE Connect 2014, Seth Anderson
- Lilly Teaching and Learning Conference, Andrea Novicki
- Open Apereo (Sakai) Conference, Brandon Lambdin
CIT Staff Listing 2013 – 2014

Our staff has wide-ranging expertise across different areas of pedagogy and instructional technology, and have varied disciplinary backgrounds. See http://cit.duke.edu/staff/ for more details.

**Online Education Initiatives Staff**

- **Seth Anderson, M.Ed.**
  Academic Technology Consultant
- **Justin Johnsen, M.S.**
  eLearning Applications Specialist for Online Courses
- **Amy Kenyon, M.S.**
  Assistant Director
- **Brandon Lambdin, Ph.D.**
  Head, eLearning Tools & Strategy
- **Chris Lorch, B.S.**
  Academic Technology Consultant
- **Kim Manturuk, Ph.D.**
  Manager for Program Assessment
- **Shawn Miller, M.A.**
  Director
- **Elise Mueller, Ph.D.**
  Academic Technology Consultant
- **Andrea Novicki, Ph.D.**
  Senior Academic Technology Consultant
- **Patricia Pawlak, B.S.**
  Program Coordinator
- **Randy Riddle, B.S.**
  Senior Academic Technology Consultant
- **Sophia Stone, Ed.D.**
  Senior Academic Technology Consultant
- **Haiyan Zhou, MLS, M.Ed.**
  Academic Technology Consultant
- **Seth Anderson, M.Ed.**
  Academic Technology Consultant
- **Amy Kenyon, M.S.**
  Assistant Director
- **Brandon Lambdin, Ph.D.**
  Head, eLearning Tools & Strategy
- **Chris Lorch, B.S.**
  Academic Technology Consultant
- **Kim Manturuk, Ph.D.**
  Manager for Program Assessment
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  Program Coordinator
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  Senior Academic Technology Consultant
- **Sophia Stone, Ed.D.**
  Senior Academic Technology Consultant
- **Haiyan Zhou, MLS, M.Ed.**
  Academic Technology Consultant

**Online Education Initiatives Staff**

- **Lynne O’Brien, Ph.D.**
  Associate Vice Provost for Digital and Online Education Initiatives
- **Quentin Ruiz-Esparza, B.A.**
  Online Courses Project Coordinator
- **Jason Bowers, Ph.D.**
  Online Courses Associate
- **Rebecca Burgner, M.Ed.**
  Online Courses Associate
- **Kun Li, M.Ed.**
  Online Courses Associate
- **Sulochana Naidoo, Ph.D.**
  Online Courses Associate
- **William Williamson, Ed.D**
  Online Courses Associate

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