

# Annual Report

# 2001-02

**Center for Instructional Technology**  
D u k e U n i v e r s i t y

# Contents

---

## Overview

p. 2

## About the CIT

p. 3

## Activities for 2001 - 02

**Education:** Educating faculty about how technology can support teaching and learning

p. 4 - 5

**Projects:** Launching innovative projects and supporting integration of technology into teaching

p. 6 - 7

**Partnerships:** Forming partnerships with private industry, foundations, other educational institutions and the local community to leverage resources and encourage exchange of ideas

p. 8 - 9

**Planning:** Promoting coordination of effort and collaborative planning across units responsible for technology support at Duke

p. 10

**Assessment:** Assessing CIT initiatives to ensure that efforts are focused on effective and sustainable projects

p. 11 - 12

## Plans for 2002 - 03

p. 13

## Appendix A

p. 14

**Our mission is to help faculty find innovative ways to use technology to achieve their educational goals.**

### Please send inquiries to:

Lynne O' Brien  
Director of Instructional Technology  
Box 90198  
CIT, Perkins Library  
Duke University  
Durham, NC 27708  
lynne.obrien@duke.edu  
T 919-660-5806

<http://cit.duke.edu>

# Overview

of CIT activities

---

**D**uring its third year of operation, the Center for Instructional Technology expanded its activities and services to reflect growing use of instructional technology by Duke faculty and students. Many of the CIT's previous initiatives are now coming to fruition as a growing number of faculty complete projects begun in earlier years, expand on their successful uses of technology in courses and become more comfortable experimenting with new tools. Our overall mission remains the same: to help faculty find innovative ways to use technology to meet their educational goals. To achieve our mission, we consult with faculty on instructional technology projects, support selected instructional technology systems, offer training and educational events, help locate funding for instructional technology initiatives and work with faculty to assess the impact of using new technologies in teaching.

This Annual Report captures some of the highlights of the past year and describes the CIT's goals and planned activities for the coming year.

## Major Initiatives in 2001-02

The **Instructional Technology Fellows program**, launched in May 2002, reflects a new model for supporting projects, for expanding expertise in departments and for encouraging faculty to help each other develop pedagogically sound technology activities for their courses.

We led Duke in implementing an enterprise course management system via our **Blackboard project**. In collaboration with several other departments at Duke, we made Blackboard an easy-to-use, reliable and secure technology tool which is now used by over 600 courses from seven of Duke's schools.

Over 180 faculty and staff drawn from every school at Duke gave presentations and attended the CIT's **Instructional Technology Showcase** in April 2002. This year's Showcase included a nationally known keynote speaker, demonstrations of new technology, faculty and student presentations and tours of technology-

enhanced classrooms, labs and libraries.

Our **incentive grant program** supported projects that relate to Duke's CITIE initiative and helped departments increase their capacity for using technology across multiple courses. Several of these projects were supplemented by additional funding from external grants and donations of equipment from computing vendors.

Through our **project consulting**, we shared our expertise in areas of growing interest to faculty, such as digital video, mobile computing, and use of hand-held devices, and we helped faculty maintain an educational focus in their experimentations with new technologies.

Over 120 graduate students from 20 departments participated in the **graduate student certification program**, which prepares them to use technology in their teaching roles at Duke and in future academic careers.

CIT staff served as a **source of information about best practices and national trends in instructional technology** via their interactions with colleagues at other universities and through active participation in professional organizations. We shared information across the campus through our membership in a variety of campus technology committees and by working collaboratively on projects with faculty and technology staff in Duke's schools.

Details on these activities and others are included in the remaining pages of this annual report and on our website: <http://cit.duke.edu>.



A handwritten signature in black ink that reads "Lynne M. O'Brien".

**Lynne O'Brien**  
Director of Instructional Technology

# About

the CIT

## Staff and Facilities

The CIT is part of the Duke University Libraries and has office space and a project workroom within Perkins Library. This year, the CIT had five full time staff members. Four other individuals share office space with the CIT and participate in CIT planning and activities -- the Director of Foreign Language Technology Services (funded through Arts & Sciences), the Educational Technology Specialist for graduate students (funded through the Graduate School), a Senior Academic Technology Consultant, and an Applications Manager (both funded through the enterprise Blackboard project). This spring, the CIT and the Clinical Research Training Program in the School of Medicine pooled funds to hire a temporary, part-time Evaluation Assistant to help develop and tabulate surveys. The CIT's staff and working relationships with staff from other organizations reflect the expanding number of faculty using our services and our collaborative activities throughout Duke.



*CIT staff member Randy A. Riddle working in the Project Studio workroom*

## CIT Oversight

The CIT Advisory Board reviews CIT activities and advises on future plans. The Advisory Board, which meets monthly during the academic year and occasionally during the summer, consists of faculty representatives from each school, an undergraduate student and a graduate student, one representative each from the Office of Information Technology and the Library, and the Director of the Center for Teaching, Learning and Writing. The CIT posts reports on major projects and other information about its activities on its website. The CIT Director is a member of the Duke University Information Technology Advisory Committee and provides reports on CIT activities to that group as well.

About the CIT staff, facilities and advisory board:  
<http://cit.duke.edu/about/>

### CIT staff:

Lynne O'Brien	Director	Samantha S. Earp	Director, Foreign Language Technology Services (Arts & Sciences)
Jim Coble	Senior Technology Specialist	Amy Campbell	Senior Academic Technology Consultant (Blackboard project)
Stella Lee	Web Designer	Patrick Murphy	Instructional Technology Specialist (Graduate School)
Jason Morningstar	Academic Technology Consultant	Cornelia Simons	Evaluation Assistant (20 hours/week shared by CIT and Clinical Research Training Program)
Randy A. Riddle	Academic Technology Consultant		

### Staff associated with CIT:

Neal Caidin	Applications Manager (Blackboard project)
-------------	---

# Education

## Educating faculty about how technology can support teaching and learning

Many of the Center for Instructional Technology's activities this year focused on models of effective uses of technology in teaching and learning. Speakers from within and outside of Duke offered discipline-specific examples of instructional technology and discussed trends in the use of technology in higher education. CIT staff conducted workshops and training sessions on educational applications of software tools, for groups, for departments and for individuals. CIT-developed resource guides and tutorials were a well-used component of our website. These outreach activities and web-based materials increased faculty awareness of possibilities, provided recognition to faculty who have done innovative work and enhanced Duke's reputation in the area of instructional technology.



Misty Anderson and Christopher Roy discussing their project during the Spring Showcase

increased awareness of possibilities for other faculty. To highlight the many individuals who make instructional technology projects possible at Duke, we organized tours of technology-enhanced classrooms, labs and library facilities in the schools on the following day. Several technology companies offered demonstrations of new products relevant to higher education.

Showcase website:

<http://cit.duke.edu/showcase/2002/>

### Talks, demonstrations and workshops

The CIT hosted more than 80 talks, demonstrations and workshops throughout the year highlighting pedagogical uses of technology. Between three and ninety individuals attended each event. Attendance was best at events featuring new technologies or strategies for adding interactivity to course materials.



### Highlights

#### Two-day Instructional Technology Showcase - April 25 & 26, 2002

Our third annual spring Showcase of instructional technology featured presentations by 36 faculty discussing projects in different subject areas and using a variety of technologies. The program included talks by faculty and students, a luncheon presentation by nationally known speaker Steven Lerman of M.I.T. and an afternoon of poster sessions. Every school at Duke was represented in the featured projects and in the 185 attendees of this event. In conjunction with the Showcase, the CIT staff created printed posters and web-based profiles that offered recognition to innovative faculty and

#### Sample event titles included:

- Using Blackboard for course activities*
- New technologies for foreign language teaching*
- Interactivity and class communication in the social sciences*
- Uses of Adobe software for handling non-standard text plus adding interactivity to web pages*
- Enhancing class presentations in the humanities with technology*
- Using hand-held computers (PDA's) to integrate research and teaching*
- The future of streaming media technologies*
- Developing and using course web pages in the natural sciences*
- Organizing student web projects in Markets & Management courses*
- New faculty orientation on CIT services and programs*

CIT staff also conducted discipline specific training on Blackboard and classroom uses of technology for the

**“This was a great idea. It is so much better to get a software overview like this than try to figure it out for myself”**

**- comment on evaluation form of one of the CIT's software demos**

Chemistry, Biology, History, English, Music, Religion, Theater and Sociology departments.

CIT events page:

<http://cit.duke.edu/cgi-bin/event.pl>

## **Enhancing Teaching with Technology: Blackboard@Duke CD set**

CIT developed a set of two CD-ROMs and a companion website titled *Enhancing Teaching with Technology: Blackboard@Duke*. This package included video profiles of Duke faculty discussing pedagogically-focused uses of Blackboard, and a tutorial with tips for getting started with Blackboard. Over 800 copies of the CD set were distributed, primarily to Duke faculty and IT staff, although 60 requests for this CD set came from colleges around the U.S. or several foreign countries. Individuals who responded to a survey about the CD set rated it very positively, and many who had not used Blackboard before stated that it had prompted them to create a new Blackboard course website. This CD was created jointly by the CIT and Erroyo, a Knoxville, TN-based company composed of many Duke alumni.

CD contents

<http://blackboard.duke.edu/CD/profiles.html>

## **Graduate student training in instructional technology**

To better prepare graduate students as future faculty, we implemented an instructional technology training program for them in Fall 2001. The workshops in this program addressed four areas: an introduction to technology in teaching, developing and using course web pages, technology-enhanced class presentations, and interactivity and class communication. Students completing these workshops receive credit on their transcripts for GS301: Instructional Uses of Technology.

128 students from more than 20 departments and schools took advantage of these workshops, and 49 graduate students completed the entire series.

Graduate student training program information:

<http://cit.duke.edu/events/graduate>



*Graduate student technology training workshop conducted by CIT staff member Patrick Murphy*

## **Web profiles of successful projects**

We added 26 new Duke faculty project profiles to the CIT's website. The profiles feature audio and video clips of faculty discussing their innovative uses of technology in teaching and extend the usefulness of the faculty presentations during the year. Some faculty used their web profiles at conference presentations or to support grant applications.

Faculty project profiles:

<http://cit.duke.edu/cgi-bin/profile.pl>

## **News and information about instructional technology**

CIT staff worked with the Duke news service to increase visibility of faculty technology projects and instructional technology events. The CIT also disseminated information through mailings to faculty, via an email newsletter and through advertisements of services and events in University publications. The CIT's website is actively used by members of the Duke community and by individuals from outside Duke.

CIT homepage:

<http://cit.duke.edu>

CIT in the news - see Appendix A of this report

# Projects

## Launching innovative projects and supporting integration of technology into teaching

The Center for Instructional Technology explored the applications of new technology tools and served as a knowledgeable source of information regarding innovative uses of technology. We provided funding, project planning and technical consulting for small-scale projects carried out by individual faculty as well as larger-scale projects involving multiple faculty and technology staff within the schools. The CIT identified and tested hardware and software of interest to faculty and then worked to migrate the most promising tools into the general computing environment. Faculty and students used the CIT's project workroom equipment to experiment with hardware and software not widely available on campus.



### Highlights

#### Instructional Technology Fellows Program

Fourteen faculty members and one graduate student were selected for the CIT's new Instructional Technology Fellows program. Fellows receive a stipend for their participation in the program, plus CIT consulting during the academic year and student worker assistance with creating digital materials related to their course projects.

Participants attended a week-long orientation in May 2002 with discussion sessions and technical training, and will continue to meet with CIT staff and other Fellows during the academic year to share information about their projects.

Instructional Technology Fellows will serve as a resource for technology planning within their departments and will demonstrate their projects at the CIT Instructional Technology Showcase next April.



*CIT Fellows engaging in discussion on technology*

CIT Fellows program information:  
<http://cit.duke.edu/funding/fellows/fellows.html>

#### Project consulting

CIT staff provided short term and long term consulting to faculty about new technology tools, project planning, grant proposal development, evaluation of technology use in courses, and distance education. This year, we developed a number of new resources to track the progress of projects, to identify success factors, to record the time and resources needed for projects and to measure project outcomes. We plan to use these new resources throughout the coming year to formulate better strategies for project support.

CIT consulting and related services:  
<http://cit.duke.edu/about/services.html>

#### Blackboard enterprise course management system project

In response to the expanding use of Blackboard's CourseInfo software by faculty and students at Duke, the CIT led an effort to upgrade to the enterprise version of

Blackboard software. This involved installing new hardware and software, working with OIT and the SISS team to integrate Blackboard with other systems, and establishing a Blackboard Advisory Group to advise on configuration, usage and policies related to Blackboard at Duke. The group is composed of members from the faculty and/or IT support staff of each School, plus the Library, CIT and OIT.

In Fall 2001 there were 582 course sites created in Blackboard CourseInfo, an increase of about 75% from Spring 2001.

In Spring 2002 there were 613 course sites created in Blackboard, a slight increase from Fall 2001. During Spring 2002, there were 496 users with the role of

"instructor," 6892 student users, and 902 users with other roles (such as TA, grader or course builder). Blackboard is used in seven schools at Duke. Duke has gained visibility as a result of our use of Blackboard and our participation in national user groups and conferences.

Blackboard at Duke website:  
<http://blackboard.duke.edu/>



*CIT staff member Jason Morningstar and student assistant John Royall working together*

one another, to improve the quality of departmental planning around IT and to help departments become more self-sufficient in instructional technology support. The Spring 2002 incentive grant program funded two projects that will explore highly innovative applications of technology to address instructional needs. The School of Nursing's project will compare various software/groupware and hardware options available for collaborative teamwork in online courses in Health Systems Leadership. The Department of Art & Art History will

develop a permanent, expanding digital archive of art, architecture and archaeology images with an accompanying comprehensive text database to completely update

## Expanded support of streaming media and digital images

Responding to a growing interest in uses of digital audio and video and scanned images, the CIT upgraded its project workroom to enable more faculty to work on digital media projects. We also upgraded our streaming media server and supported a growing number of faculty using that server. In January 2002, CIT staff member Jim Coble coordinated a university-wide "Futures Forum" on streaming media that attracted over 90 attendees from all parts of Duke. Through their research and professional training activities, CIT staff have expanded their expertise in digital video and digital audio so they can better advise faculty on projects. During May 2002, CIT staff offered training sessions to the Instructional Technology Fellows on uses of streaming media.

CIT project workroom and streaming media server information:  
<http://cit.duke.edu/project-studio/>

## Incentive grant programs

For a third year, the CIT offered incentive grants to encourage faculty experimentation with new technologies. The Fall 2001 incentive grants program focused on projects exploring the educational value of using laptop computers, small hand-held computers referred to as Personal Digital Assistants or PDA's, and wireless network connections. The CIT provided laptop computers, PDA's, technical consulting, faculty training and student assistants to support selected projects. The CIT gave priority to projects involving multiple faculty within a department in an effort to encourage faculty to help

**“Working at the CIT has been such a great experience. The staff is filled top to bottom with people that are simply amazing to work with. This is the best job I have had at Duke by far.”**  
- John Royall, CIT student assistant, Duke '02

the teaching of its introductory art history survey courses. Their project will use Luna Imaging Insight software licensed by the Library and will be a pilot project with the Digital Library initiative at Duke.

CIT funding programs:  
<http://cit.duke.edu/funding/>

## Student technology assistants

The CIT expanded the student technology assistant program to accommodate a growing number of faculty projects. During the spring semester of 2002, twelve Duke students worked hand-in-hand with faculty, often playing integral roles in seeing instructional technology projects through to completion. The CIT student technology assistants developed and applied new technology skills and had the opportunity to grow personally and professionally through close contact with their faculty and CIT advisors. Projects ranged from Flash-animated tutorials to web development to large-scale digitization efforts.

CIT student worker program:  
<http://cit.duke.edu/funding/fast-start/application-student.html#description>



# Partnerships

## Forming partnerships with private industry, foundations, other educational institutions and the local community to leverage resources and encourage exchange of ideas

Throughout the year, CIT staff interacted with representatives of technology companies, with faculty and staff at other colleges and universities and with different groups at Duke to stay abreast of technology trends and to develop the expertise for implementing innovative technology projects. We conducted pilot projects with new technologies to explore their potential use at Duke and to better understand issues related to the introduction of new technologies. Several technology vendors donated equipment or came to campus to show their newest technologies for educational projects. CIT staff members shared their knowledge and skills at Duke and in the larger community through their membership on campus committees, participation in professional organizations and service work in area schools and community organizations.



### Highlights

#### Dell FAST-start grant for instructional technology projects

We concluded our second year of funding from Dell Computer's STAR grant program. The Dell grant allowed us to test our model of using student assistants in support of faculty instructional projects. We have now made the transition from a pilot project funded by Dell to an on-going student assistant program funded through the CIT's regular budget.

#### Palm hand-held computer donation

Palm, Inc. helped the CIT obtain attractive pricing for one of the CIT incentive grant projects exploring uses of Personal Digital Assistants (also known as PDA's or hand-held computers) and also donated 10 Palm devices for future CIT pilot projects with this technology.

#### Apple Computer equipment donations

With assistance from Duke VPIT/CIO Tracy Futhey, the CIT was able to work with Apple Computer to obtain a donation of three multimedia laptop computers and

special pricing on 20 iPod devices in support of a CIT incentive grant project exploring the use of student digital video projects and mobile computing.



*Apple vendors exhibiting the latest technology at the Spring Instructional Technology Showcase*

#### Support to faculty developing external grant proposals

The CIT supported faculty in obtaining external funding through help with grant writing and offering in-kind support for projects. For example, faculty in Engineering developed a pilot project with CIT funds, then obtained an NSF grant to extend their project for several more years. The CIT funded a student worker in Chemistry as in-kind support for an NSF application in Chemistry. The CIT Director is working with faculty and Deans in Arts & Sciences and with the Duke Office of Corporate and Foundation Relations to develop proposals for the Mellon Foundation and other funding organizations.

#### G.E. Fund grant with Markets & Management

The CIT completed its third year of funding from the G.E. Fund for new technology activities in the Markets and Management program.

## Professional activities and networking

CIT staff members participated in a variety of professional activities and met with faculty and staff from schools throughout the country to develop a strong network of colleagues exchanging ideas about instructional technology. Here are a few examples:

**Lynne O'Brien** hosted the Ivy Plus Academic Computing Directors meeting at Duke, served as a reviewer for the National Institutes of Health on grant applications involving instructional technology and gave the keynote address at the Durham Public Schools Technology Leadership Retreat.

**Stella Lee** attended the American Society for Information Science and Technology 3rd annual Information Architecture Summit, is a member of the Triangle Macromedia Group and serves as a mentor in the Women in Science and Technology Mentoring Program.

**Samantha S. Earp** founded the Blackboard Foreign Language Users' Group, gave an invited workshop on Blackboard in language instruction at the University of Virginia, served as a language technology consultant at the University of Tennessee and attended several foreign language and instructional technology conferences.

**Patrick Murphy** gave a presentation at the Mid-South Instructional Technology Conference at Middle Tennessee State University.



*CIT staff member Amy Campbell consulting with faculty during CIT Fellow orientation week*

**Jason Morningstar** is a mentor with the UNC School of Information and Library Science mentorship program.



*Presentation by CIT staff member Randy A. Riddle on "Making Video Manageable"*

**Randy A. Riddle** gave a presentation at the Mid-South Instructional Technology Conference at Middle Tennessee State University and attended Educause's national conference on technology in higher education.

**Amy Campbell** and **Neal Caidin** attended the national Blackboard Users Conference in Phoenix, Arizona and participated actively in professional networks of individuals supporting Blackboard at schools across the country.

**Jim Coble** gave a presentation at the American Society for Information Science and Technology Annual Meeting, attended Educause's national conference and served on the statewide NC Live Technical Advisory Committee.

# Planning

## Promoting coordination of effort and collaborative planning across units responsible for technology support at Duke

The CIT staff contributed to departmental, school and university technology planning efforts through participation in regular committees and special planning groups and through collaborative projects with faculty and staff in many different parts of the university. This year, CIT staff were especially active in committees and ad hoc groups related to the University's new CITIE initiative and in school and department planning groups. CIT staff organized and led advisory groups with membership from throughout the university to assist in the planning and implementation of new programs and technology tools.



### Highlights

#### Arts & Sciences departmental IT planning initiative

In May, Dean Lee Willard from Arts & Sciences and CIT Director Lynne O'Brien launched a new IT planning process with Arts & Sciences departments. We are meeting with each department in Arts & Sciences to learn how instructional technology is used in the department, what specific training or support would encourage wider use of instructional technology, and what the department's vision is for the use of instructional technology. In connection with these meetings, the department chair completes a planning questionnaire summarizing the faculty members' current uses of various technologies, their current and future plans for incorporating technology into the department's curriculum, technology support and planning within the department, goals for the coming year and best strategies for achieving those goals. These planning meetings are the first step in a process by which we can more actively plan and set priorities for instructional technology in departments.

#### Technology planning groups

The CIT worked jointly with the Center for Teaching, Learning and Writing and the Graduate School to deliver a program for teaching graduate students to use technology effectively in their current and future instructional roles. Similarly, the CIT worked closely with school-based technology staff, the Library, and the Office of Information Technology to identify emerging needs and plan programs that serve broad groups of technology users. Some examples of the formal planning groups in which CIT staff participate are shown below.

CIT Advisory Board

Information Science and Information Studies Advisory Committee

Medical Educational Media Committee in School of Medicine

Clinical Research Training Program's distance education planning group

Arts and Sciences Interactive Computer Classroom committee

ITAC, Information Technology Advisory Committee

ITAC Video Services Subcommittee and Steering Committee

Planning group for web-based homework delivery database system in Arts & Sciences

Working Group on Web-mediated Library Services, Perkins Library

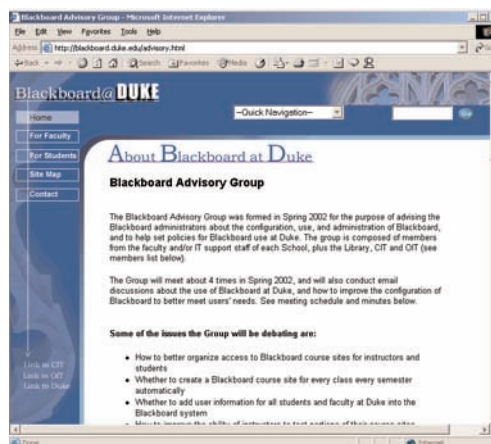
Library Instruction Program Planning Committee, Perkins Library

Blackboard Advisory Group

Medical School Curriculum Committee Subcommittee on Educational Technology

Arts & Sciences Computing Web Group

Duke Undergraduate Orientation "Tech Week" Committee



Blackboard Advisory Group webpage

# Assessment

## Assessing CIT initiatives to ensure that efforts are focused on effective and sustainable projects

The CIT evaluated its programs in a variety of ways, including surveys of faculty and students, focus groups, user interviews and informal feedback. Formal reports on many of the CIT's programs are shared with University committees and planning groups and posted on the CIT's website. We used evaluation data to revise existing programs and to plan for future activities.



### Highlights

#### Blackboard project assessment

The Blackboard Project and the administration of Blackboard at Duke are evaluated in several ways. The number of course sites and the number of students and instructors using Blackboard are tracked each semester as part of the overall goal of increasing usage. Feedback about user needs is gathered in the form of faculty and student user feedback surveys each semester, and user focus groups are conducted as needed. The Blackboard Advisory Group provides feedback on project policies and administration. Based on results from this year's user surveys, faculty and students were again positive overall about Blackboard, specifically mentioning its ease of use and convenience. Many of the specific complaints about CourseInfo, the Fall 2001 version of the software, were resolved with the January 2002 upgrade to Blackboard.

Reports and statistics on the Blackboard project at Duke:  
<http://blackboard.duke.edu/about.html>

#### Enhancing Teaching with Technology CD project assessment

We evaluated the success of this project through user testing of the CD, through a survey of users of the CD and through informal comments that individuals mailed to us or discussed with us. The CIT's user testing of the CD and a survey of CD users indicated interest in the content and an enthusiasm for the presentation. Of those who completed the survey, over eighty percent rated this resource as "very helpful" or "somewhat helpful" in learning more about Blackboard and stated that it gave

them new ideas for using Blackboard in their own classes. Among those that had never used Blackboard before,

**"Very well done. I will use it with the two groups of faculty that I work with."**

**- Comment on survey from user of CD set**

over forty percent stated that they created a new course site based on material they saw on the CD. The CD won a Silver Addy Award from the Knoxville Advertising Council.

Report on the CD project  
<http://cit.duke.edu/about/pdf/erroyo-report-full-updated.pdf>

#### Spring Instructional Technology Showcase assessment

Based on program participation and attendance records from the Showcase, we accomplished our goal of involving faculty and staff

**"Sessions I attended were very relevant to topics that interested me."**

**"Very useful + inspiring - I had a great time!"**

**- comments from Showcase evaluation survey**

from every school and sharing information broadly about successful projects. Results of a survey distributed to attendees and informal comments after the showcase indicated that faculty and staff were very satisfied with the showcase content and format. Ninety-eight percent of the survey respondent stated they would use something they learned at the Showcase in their work.

## Dell FAST-start student worker program assessment

During the two years of the Dell FAST-start program, 28 faculty were paired with 16 students on technology projects. The efforts embraced a wide variety of

**“The training I received and the meetings where Dell members gave updates on their projects gave me a better appreciation for the potential of technology to contribute to an innovative and valuable learning experience.”**

**- Amanda Jones, FAST-start student partner**

disciplines and schools within the university, from the sciences to the humanities. Based on surveys and interviews with participants, we concluded that the faculty members learned new aspects of the technology from the student partners and obtained help in completing their projects, while the students received valuable skill training and project experience.

Dell FAST-start final report:

<http://cit.duke.edu/about/pdf/DellReportFinalJune02.pdf>

## Faculty project assessment

The CIT consulted with individual faculty on assessment plans for instructional technology projects and required all faculty who received funding or extended assistance from the CIT to complete a project evaluation questionnaire. Evaluation of individual projects remains one of our most difficult tasks, as most faculty are more interested in developing their technology activities than in planning for and measuring specific outcomes of technology. The CIT is developing a collection of sample evaluation plans and evaluation instruments to share with faculty in an effort to encourage more faculty evaluation of individual projects. Faculty will submit final project reports for the past year in August 2002, and summaries will be posted on the CIT's website later in the summer.

## Instructional Technology Fellows program assessment

The Instructional Technology Fellows program is just beginning, but our survey at the end of the orientation week indicates that the faculty fellows found the technology training useful, that they are enthusiastic about discussing the interaction of technology and pedagogy with colleagues and are developing skills in planning and implementing an instructional technology project. Specific goals and evaluation plans for the Fellows program are posted on the web site. A full assessment report will be prepared at the conclusion of the year-long program.

Goals and evaluation plan for Fellows program:

<http://cit.duke.edu/funding/fellows/fellows02.html>

## Ongoing CIT program information and progress reports

The CIT shares information and progress reports with a number of committees and administrators at the University. Those reports and ongoing information updates about the CIT's activities are posted on our website.

CIT website with program information and updates:

<http://cit.duke.edu>

CIT reports and presentations:

<http://cit.duke.edu/about/reports.html>

**“The CIT staff did a fantastic job by being both resourceful and enthusiastic. I learned a lot and was very pleased with the quality of the program. It's not easy to juggle such a variety of people with diverse backgrounds and interests.”**

**- Comment from faculty member about CIT Fellows orientation week**

# Plans

for 2002 - 03

---



## **Educate faculty about possible uses of IT to support teaching and learning**

Showcase innovative faculty at Duke who are using technology in teaching

Offer training, speakers, and workshops that highlight uses of technology in teaching

Provide discipline-specific examples of IT use

Help individual faculty identify ways technology can be useful in their teaching

Redesign CIT website to serve as a highly useful resource for faculty exploring instructional technology

Share information broadly and seek faculty input on instructional technology planning at Duke

Continue graduate student training in uses of technology for teaching

Develop plans for migrating successful innovations into general computing environment

Enhance student worker program to support faculty projects



## **Promote coordination of effort and collaborative planning across units responsible for technology support at Duke**

Contribute to University IT planning efforts through participation in committee work and special planning groups

Conduct joint projects with other IT organizations

Share information across IT groups

Convene task forces and evaluation groups around new technologies



## **Form partnerships with private industry, foundations, other educational institutions and the local community to leverage resources and encourage exchange of ideas**

Monitor technology trends and develop expertise needed to implement innovative technology projects; serve as a source of information about new technologies for the campus community

Conduct pilot projects with new technologies to develop awareness of potential at Duke and issues related to introduction of new technologies

Expand professional activities and networks with individuals outside Duke, such as technology vendors, faculty and staff at other universities, and the surrounding community

Leverage internal resources through grants and donations



## **Launch innovations in IT and support integration of technology into teaching and learning**

Identify technology tools of broad interest to faculty and students and support their use of these tools

Provide grants and support services to encourage faculty to try innovative projects

Conduct pilot projects with new technologies

Expand use of Blackboard and increase its functionality and smooth integration with other university systems



## **Assess CIT initiatives to ensure that efforts are focused on effective and sustainable projects**

Establish clear goals and evaluation strategies for all major CIT programs

Provide summary reports and recommendations to Duke administration, IT groups and faculty

Use evaluation data to modify CIT goals and activities and to offer input to other IT planning groups

Consult with individual faculty on assessment plans for their instructional technology projects

# Appendix A

CIT in the news

---



## **Daily Dialogue**

www.dukenews.duke.edu/daily.html  
Duke University News Service

Wednesday, January 2, 2002

### **Instructional Technology offers free 'Blackboard' CD**

A compact disc that offers tips on the use of technology in the classroom has been developed by Duke's Center for Instructional Technology and is available free to scholars who wish to make use of it.

The disc, titled "Enhancing Teaching with Technology: Blackboard@Duke," profiles Duke faculty members who have found creative ways to incorporate new technologies into their courses.

Over the past two years, several hundred Duke faculty members have successfully used "Blackboard," as the disc is called, to experiment with a variety of technology-enhanced activities inside and outside the classroom, according to the Center for Instructional Technology.

The center worked with Duke alumni John Tolsma and Stacy Zotter at Erroyo, a Knoxville, Tenn., company, to produce the disc.

To request a free copy, go to <http://cit.duke.edu/cgi-bin/cdsignup.pl>.

GO TO HOME PAGES  
Most recent [Daily Dialogue](#)  
[Duke News Service](#)  
[Duke University](#)



## Daily Dialogue

www.dukenews.duke.edu/daily.html  
Duke University News Service

Friday, May 3, 2002

### Technology showing up in unexpected places

by Geoffrey Mock

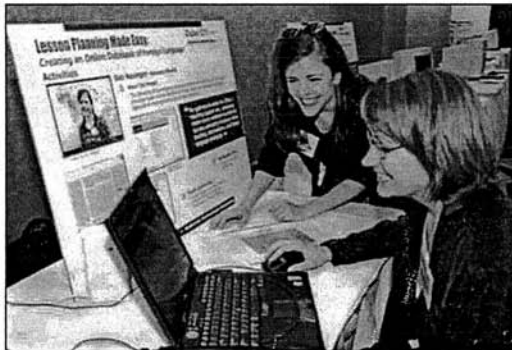
Technology is in the classroom for good, and a number of Duke faculty members gathered last week to show how they are using it not only in unexpected ways but in unexpected places.

Like in the operating room, for example. Anesthesiologist Dr. David MacLeod showed how his Web site, "Regional ABC: Reference Guide for Lower Extremity Nerve Blocks," is used by anesthesia residents to review the procedures for placing nerve blocks during the course of an operation. The site, the first of its kind in a hospital operating room, was one of the projects supported by Duke's Center for Instructional Technology (CIT) that was on display at CIT's annual Instructional Technology Showcase April 25 in the Bryan Center.

At the showcase, faculty members said the use of technology wasn't replacing normal methods of teaching, but the successful projects were able to add something valuable to the classroom that students otherwise wouldn't get.

"The residents enjoy this and find it useful," MacLeod said. "It's something they can use during the course of the procedure."

The site uses streaming video and 3-D graphics to help guide the anesthesiologists in the placement of the nerve blocks. Particularly helpful, MacLeod said, is an "ABC" checklist of key items for the resident to remember in preparation for the operation.



The technologies on display covered fields ranging from law to the humanities. Two music faculty members, Alexander Silbiger and Robert Zimmerman, showed how they were using streaming audio and video to help non-music majors grasp key concepts of composition.

In Silbiger's class, students follow a composition of Mozart from exposition of the first theme to the finale, with software called Chart Creator guiding them through the transitions and different movements and explaining definitions and terms.

On Zimmerman's Web site, the music is Louis Armstrong's. The program broadcasts a streaming



audio of a performance by Satchmo, accompanied by an analysis of the piece as it is performed.

Both said the students found the technology enhancing their understanding of the music. "This is something I've wanted to do for some time," Silbiger said.

The showcase is only one part of CIT's effort to promote the use of technology in the classroom. Blackboard, a special CD designed by CIT, provides case studies from faculty members. Information about the projects and funding opportunities can be found at <http://cit.duke.edu/>

At the showcase, Duke President Nannerl O. Keohane praised the faculty members for their "killer apps." She said the university was committed to supporting faculty members interested in finding ways to use technology to enhance their teaching.

"It's wonderful to see examples of faculty members sharing ideas, learning from each other and looking to build upon your own achievements," Keohane said. "You are doing a lot to accelerate the vision of this university. I congratulate the winners of this year's projects and I look forward to seeing the next round of projects."

GO TO HOME PAGES  
Most recent *Daily Dialogue*  
[Duke News Service](#)  
[Duke University](#)



**Leadership in Teaching with Technology**

223A Perkins Library  
Box 90198  
Duke University  
Durham, NC 27708  
T 919-660-5806  
F 919-660-5923  
cit@duke.edu

<http://cit.duke.edu>