



ANNUAL
REPORT
2002-2003

Instructional Technology Resource Center
Idaho State University
921 South 8th Avenue
Pocatello, Idaho 83209
208-282-5880

ITRC History

Idaho State University's Instructional Technology Resource Center (ITRC) was created by Dr. Jonathan Lawson, Vice President for Academic Affairs in 1997. Idaho State Board of Education Technology Incentive Grant and ISU funding were used to equip the facility. The ITRC serves as a resource for faculty and staff in all areas and disciplines. Services such as the Center for Teaching and Learning, the Media/Distance Learning Center (MDLC), and the Computer Center provide the foundational support for the ITRC. The primary goal of the ITRC is to provide faculty with access, ability, and confidence to use multimedia tools and new technologies in the traditional classroom and distance-learning environment.

Facility

The ITRC is comprised of a drop in lab, a production lab, and a training lab. The latest in computer and software technology provide faculty with an advanced teaching tools that fits with the instructional goals of their course. Many of the ITRC supported services provide faculty with instructional technology tools for distances learning and traditional classes.

In August 2002, the ITRC was given responsibility for an additional digital lab facility from a previously funded state technology incentive grant. The new ITRC Digital Lab provides an expanded level of support for ISU faculty involved in large course production projects for scanning, poster printing, video/audio editing, and Web-based production efforts. The services include training and hands-on assistance with the development and production of multimedia for print and digital application. In addition, ITRC Digital Lab began checking out equipment in the summer session, 2002, which includes digital cameras (with both still and video capabilities) and LCD projectors.

Individualized training and group training provide faculty members with a variety of services for software application and instructional design. These training events include the following:

Acrobat

- Create Course Materials with Adobe Acrobat

Instructional design

- Learning Styles
- Instructional Design Strategies
- Integrity at a Distance: Reducing Cheating in Online Tests

WebCT

- WebCT Quizzes with Respondus
- WebCT 101, Your First Semester with WebCT
- WebCT Content Module

- WebCT Assignment Tool
- WebCT Quiz Tool
- WebCT Grading
- WebCT Discussion Strategies *
- Setting Up a WebCT Gradebook *
- Customize your WebCT Course *
- Post Course Materials in WebCT *
- Selective Release of Course Materials in WebCT*

Equipment

- Digital Camera Basics *
- Digital Video Basics *
- LCD Projectors *

Web Development

- Advanced HTML, JavaScript
- Create Your Own Home Page
- Streaming Media for the Internet
- Creating Graphics for the Internet with Photoshop
- Scanning Course Materials
- Introduction to Dreamweaver
- Brainstorming with Inspiration*

Microsoft Office

- Introduction to Microsoft Excel*
- Advanced Microsoft Excel*

SunONE Calendar

- Introduction to SunONE Calendar Express "My Calendar"*

PowerPoint

- Create Basic Presentations with PowerPoint
- Enhancing PowerPoint Presentations
- Convert PowerPoint Files to PDF *

General Topics

- Copyright, Fair Use, and the Digital Millennium *
- Plagiarism

**indicates workshops that have been added since July 1, 2002*

About US

Instructional Technology Resource Center
Idaho State University
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Pocatello, ID 83209-8064
Fax: (208) 282-3300

Full-time Staff

Randy Stamm: Manager Digital Lab/Senior Instructional Technologist

Office: (208) 282-4557

Randy Stamm, the Manager Digital Lab/Senior Instructional Technologist, provides leadership and direction for the Instructional Technology Resource Center (ITRC) at Idaho State University (ISU). As part of the role of the ITRC, he supports faculty with multimedia tools and new technologies in the traditional classroom and World Wide Web. Since 1990, he has been supporting ISU faculty, staff and students with presentation, imaging, and course development with regard to integrating instruction with technology. He received a M.Ed. in Instructional Technology at ISU, B.A. in Mass Communication at ISU, and an A.A.S in Commercial Art at Western Wisconsin Technical College. Before coming to ISU, he worked in the commercial arena as a graphic designer.

Dr. Terry Lay: Faculty Coordinator of Instructional Technology

Office: (208) 282-2127

Terry is a faculty member from the Mathematics Department where he has taught since 1980. He received his Ph.D. from the University of Tennessee, with other graduate work at the University of Oklahoma and Oklahoma State University. Terry has taught computer science courses along with mathematics for many years and has been involved with the "technology in the classroom" movement since its beginnings.

Mark Lee: Web Media Developer

Office: (208) 282-4765

Mark Lee, Web Media Developer, is responsible for supporting faculty and staff web development and training, as well as designing and creating print and web-based publications. His specific responsibilities include: member of WEBDEV; faculty and staff web development and training; production of instructional materials for the ITRC; maintaining the University Undergraduate and Graduate Catalogs for print and web-based application; consulting/advising for academic web design and development; providing supervision for student employees creating graphics and publications. Before coming to the ITRC, Mark worked as a student employee at ISU's Computer Center, where he received training and experience providing technical support and spent two years developing dynamic web-based applications. Mark received a B.A. in psychology, a post-bachelors Certificate in Computer Information Systems, and is currently pursuing a M.Ed. in Instructional Technology, all from ISU.

Lou Hong: Sr. Software/Hardware Instructional Technologist

Office: (208) 282-2552

Lou provides technical support for the PC's software, and associated peripherals in the ITRC, Media Center, and Distance Learning Classrooms. In addition, he tries to examine new technological trends and products for applicability in the ITRC. Lou's experience is in the corporate/government workplace, providing comprehensive customer support directly to the end-user.

Kelly Shoemaker: Software/Hardware Instructional Technologist

Office: (208) 282-5880

Kelly received his B.A. in Communications from Boise State University in 1993. Since then, he worked as an administrative assistant and as a campus pastor with Campus Crusade for Christ at Rollins College in Orlando, Florida and at Idaho State. He is currently training to be an instructional technologist at the ITRC while he is getting his minor in Computer Information Systems here at ISU. His training will help him to provide faculty with classroom training and Web-based educational technology support.

Bernadette Howlett: Instructional Designer

Office: (208) 282-2502

Bernadette Howlett, Instructional Designer for Idaho State University, provides faculty with classroom training and Web-based educational technology support as part of her duties in the Instructional Technology Resource Center. She has a Master's degree in Instructional and Performance Technology from Boise State University and is currently pursuing a PhD in Adult Learning at University of Idaho. She began her career in computer and home electronics sales, and then went to work for Marylhurst University (MU) in Portland, OR. She graduated from MU with a B.A. in Interdisciplinary Studies. While attending MU, she worked as a Program Assistant and, later, as a Program Coordinator for Web-based learning. Additionally, she was the WebCT administrator and Institute Manager for MU.

Nancy Bowers, Ph.D.: Instructional Design and Support Specialist

Office: (208) 282-4494

Nancy Bowers provides faculty, staff and teaching assistant support for the design and development of instructional materials as part of her duties in the Instructional Technology Resource Center. She offers workshops and one-on-one training for a variety of technologies, including WebCT, presentation software, website development, and multimedia development. Nancy also has an affiliate status in the department of Biological Sciences. She comes most recently to ISU from Portland State University, where she held a similar position. She has her PhD in Ecology from the Pennsylvania State University and her research interests include ichthyology, protozoology, molecular ecology, systematics, and evolution.

Student Employees

- Barbara Jensen: Student Employee
November 2002-present
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- Tanveer Morshed: Student Employee
July 2002-present
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- Laird Duncan: Student Employee
January 2003-present
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- Mansoor Raza: Student Employee
August 2002-present
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- Daniel Reinhold: Student Employee
January 2003-May 2003
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- Aaron Burgemeister: Student Employee
June 2002-present
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- Joseph Stahlman: Student Employee
-November 2002
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- Reuben Mollel: Student Employee
January 2002-December 2002
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- Precious Mudiwa: Student Employee
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Interns

- Lydia Kendall: Intern
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- Huma Rizvi: Intern
July 2002-present
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- Rick Fowler: Intern
November 2002-present
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- Sara Barthlome: Intern
-November 2002
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- Anca Mazilu: Intern
August 2002-present
mazianca@isu.edu

Graduate Assistant

- Jennifer Howe: Graduate Assistant
September 2002-present
howejenn@isu.edu

Research Assistant

- Ean Harker: Research Assistant
January 1999-December 2002
mEan3E@netscape.net

Grants

ISU's Gateway Initiative

2002 to 2005

State Board of Education's Idaho Incentive Technology Grant

This grant was designed to strengthen gateway courses, increase the level and ability of knowledgeable, professional assistance in both the design and production stages of technology-enhanced course development, and develop a mechanism that defines and seeks to maintain appropriate levels of support and assistance for the maintenance and delivery of gateway and other technology-enhanced courses.

Over the next three years, ISU will use ITIG money to help faculty to conceptualize, design, test and implement technology-strengthened gateway courses. Individual projects will be proposed by the host department and involve several faculty. Projects will progress through three phases of development. Each phase is expected to last about one year. The emphasis will be on quality, rather than quantity, with special attention given to sound instructional design principles.

<http://www.isu.edu/departments/acadaff/tig4all.pdf>

ISU Course Design and Production

2000 to 2002

State Board of Education's Idaho Incentive Technology Grant

The Faculty Internship program in the ITRC is funded, in part, by an SBOE Technology Incentive Grant. The internships are designed to help individual faculty further their knowledge and skill as it relates to technology and learning, and also to promote the general expansion of ideas and understanding throughout the University. In addition, the grant supported the development of a production lab for focused course projects in the ITRC.

ISU: Technology Mediated Instruction Initiative

The goal of the initiative is to assist in faculty and curriculum development. Specifically, the initiative seeks to explore and develop ways to effectively integrate technology into teaching and learning. By assisting faculty in creating or using technology-enhanced curricular resources, Technology Mediated Instruction Initiative projects will serve as explorations into as well as foundations for future directions in integrating technology into the learning environment at Idaho State University.

To be funded, proposals must show how students and the academic program will benefit. Projects should be specific in scope and application, addressing a significant need or innovation. Projects to be considered could include, but are not limited to, creating interactive exercises for a course, converting videos to digital media and integrating them into a course, or digitizing slides and placing them on the web.

The Technology Mediated Instruction Initiative, TMII is designed to award a limited number of grants, through a proposal review process, to investigators who are seeking help in exploring and developing ways to apply computer technology in teaching and learning.

Bridging the Chasm: Idaho Consortium for Educational Technology

1997 to 2000

“Bridging the Chasm” is the State Board of Education's Idaho Incentive Technology Grant Program. Partial funding for the ITRC came from the "Bridging the Chasm" Grant in (a SBOE grant) and other funding from the Academic Vice President's office (Dr. Jonathan Lawson).

Lab Resources or Hardware & Software Resources

Digital Lab

In August 2002, the addition of a digital lab included 8 PCs with Windows operating systems, and 3 Macintosh computers. Printing services in the digital lab offer full color poster sized printing with the ability to print 42-inch wide posters. The following peripherals were also made available for the digital lab:

- HP ScanJet ADF
- Scan Maker 9600XL
- Polaroid Sprint Scan 4000 Slide Scanner
- Smart Board

In addition to the related peripheral devices, digital equipment is now available for faculty checkout. This equipment includes the following:

- Epson PowerLite Multimedia LCD Projector
- Two Sony DCR-PC100 Digital Video Cameras
- Four Sony Mavica MVC-FD95 Digital Still Cameras

The computers were refreshed in the digital lab. Those machines consist of 6 - Dell 4100 1.0Ghz Pentium III, and 4 Apple MacIntosh G4 boxes. No hardware changes have taken place, but the Dell machines were upgraded to Windows XP, and the same application programs as on the Micron computers. The Macintosh machines received a refresh, with MacOS 9, and much of the same application programs as on the PC's.

Drop-in Production Lab

The drop-in lab equipment was upgraded to include eight PCs with Windows operating systems with updated software. The ITRC production computers were refreshed and upgraded in September 2002. Those machines, MicronPC Pentium II-450's were very capable performers in 1998 (PII-450 processor, 9GB SCSI disk, Win98.) However, with the advent of newer operating systems and software, there was a need for increased processing capability. Budget restraints did

not allow for the purchase of new machines, so upgrades were performed to obtain additional usability from what is a 4-year-old machine.

The upgrades consist of an Intel Celeron 1,400Mhz processor, 40GB m7,200 rpm IDE hard disk, Windows 2000, and fresh software. The processor upgrade comes from a company called PowerLeap, which enables a Pentium III-s or Celeron (Tulatin) processor to run successfully in a system, which did not originally support such a device. The increased raw speed of the new processor, coupled with the increased performance of the hard drives enables the machines to run Windows 2000 very crisply. For the cost of purchasing 2 new computers, we instead upgraded 8 machines.

The software on the machines now consists of Windows 2000 as the operating system, with common application software being Adobe Photoshop 6.01, Acrobat 5.01, and Microsoft Office 2000 Standard. This version of Office contains Word, Excel, and PowerPoint. Macromedia Dreamweaver 4, Internet Explorer 6, Netscape 4.76, Respondus 1.5, and several media players help complete Internet based needs.

The following peripherals are available for the drop-in lab.

- HP ScanJet 6100C
- HP Laser Jet 4000N
- HP Desk Jet 1120
- Antec Card Reader/Writer
- CD-R 4012 CD Burner

ITRC Training Lab

The ITRC training lab consists of 15 Compaq Deskpro EP Pentium II 400 computers. These machines are essentially stock, but have been upgraded over the years to 128MB of memory. The refresh this year was in software only. Windows 2000 runs nicely on these, although not as crisply as on the upgraded Micron's. The applications remain the same; Photoshop 6.01, Acrobat 5, Office 2000, and the usual compliment of Internet browsers. The following peripherals are available in the training lab.

- Panasonic Projector
- ELMO Visual Presenter

Faculty Contacts

An electronic faculty contact log was created and activated for ITRC staff usage on November 18, 2002. The contact log tracked faculty information, duration of contact, type of contact, and issues addressed in the contact. Since the implementation of the contact log, 598 contacts have been logged. Of these contacts, 285 were in the fall semester, 2002, and 313 contacts were in the spring semester, 2003. A total of 4,193 minutes was spent with faculty during the fall, 2002 contacts. A total of 4,953 minutes was spent with faculty during the spring, 2003 contacts. A majority of the contacts dealt with the issue of online course usage, with 70% in the spring semester. The following tables summarize the type of contacts made in each semester.

Spring Semester 2003

Type of contact		
Email	34	10.9%
Appointment	30	9.6%
Phone	225	71.9%
Walk-In	23	7.3%
Unspecified	1	0.3%
Total	313	

Fall Semester 2002

Type of contact		
Email	77	27.0%
Appointment	31	10.9%
Phone	134	47.0%
Walk-In	17	6.0%
Unspecified	26	9.1%
Total	285	

In addition to the faculty contact logs, a sign in sheet has also been made available for faculty to use when they come into the labs for independent work. A total of 156 faculty used the sign in sheets upon entering the ITRC labs. Of those faculty, 84 faculty in the fall semester, 2002 and 72 faculty in the Spring semester, 2003 utilized the ITRC independently.

WebCT Usage

A total of 258 WebCT course sites (See Table) were used during spring semester 2003. These sites were used by 448 unique course sections (e.g., unique course index numbers) and represented 10,105 student seats (Student seats represent the total number of students in all of the WebCT course sites. This means that if a student is in three WebCT sites, they are counted three times). The proportions of course sites and student seats broken down by colleges are shown below in the figures.

Distribution of WebCT course sites by college:

College	WebCT Course Sites
College of Arts and Sciences	105
College of Health Professions	80
College of Business	6
College of Education	34
College of Engineering	1
College of Pharmacy	4
College of Technology	23
Miscellaneous	5

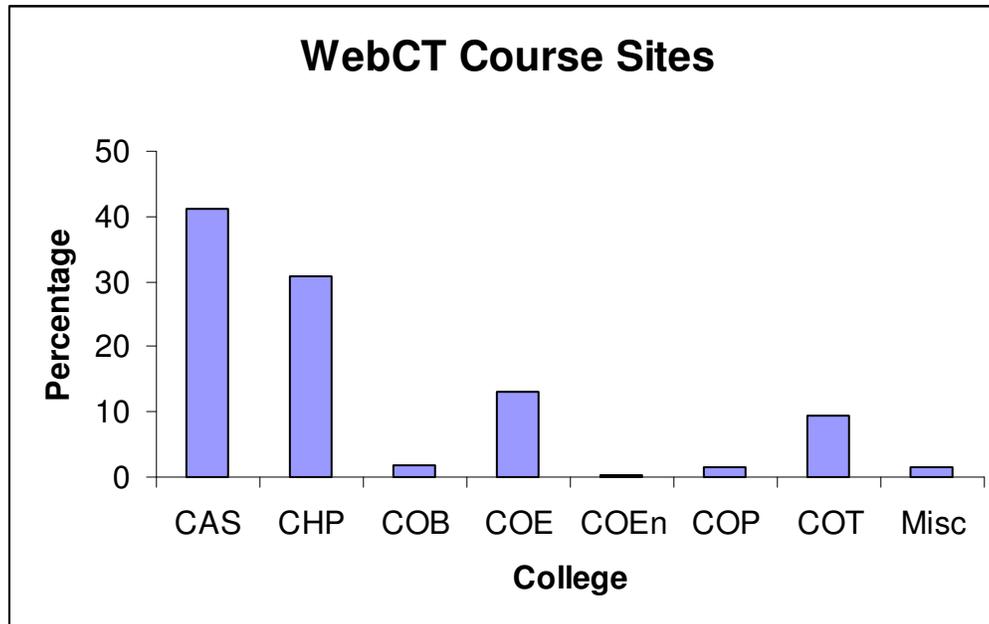


Figure 1. The proportion of WebCT course sites based on college.

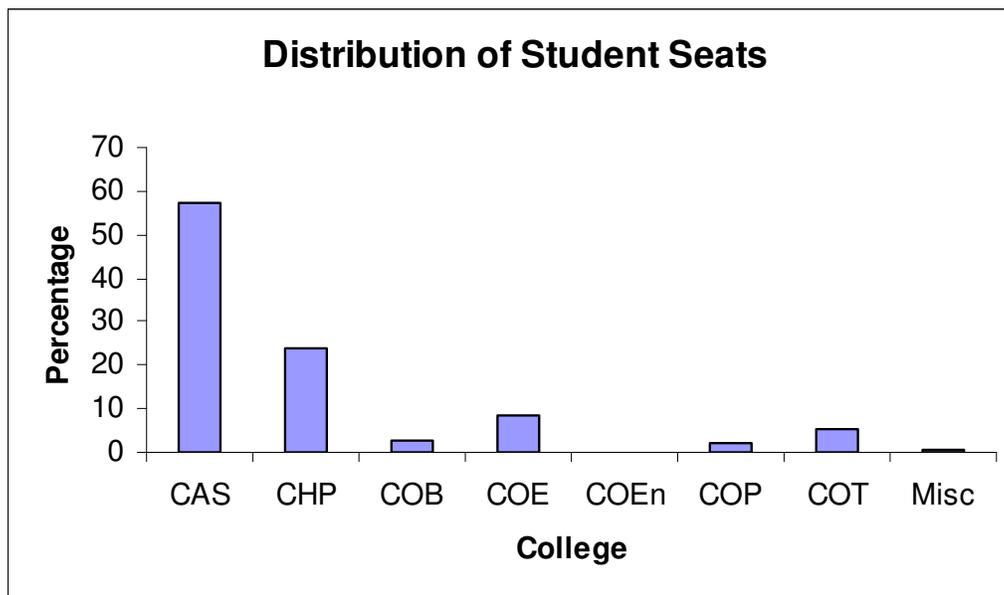


Figure 2. The proportion of student seats in WebCT course sites based on college.

Projects/Partnerships

The ITRC undertakes design projects working in direct partnership with instructors and departments providing technical expertise, allowing faculty members to focus on content rather than having to become instructional technology experts in their own right. The ITRC works to achieve a balance between enabling instructors' use of current technologies and freeing them to take best advantage of instructional technologies by undertaking more advanced projects.

TMII Funded Projects

The Clinical Laboratory Sciences (CLS) program was selected for TMII funding in 2002. The CLS program combined classroom laboratories, 2-way video instruction, a website, and a series of WebCT course sites to enhance communications with CLS students. The CLS Website, located at <http://www.isu.edu/cls> provides information for current students as well as prospective students, government agencies, accrediting bodies, etc. For current students, the CLS program has announcements about important course dates and program activities. This website gives students easy access to important information and news. It is a rich source of information for prospective students about how the program runs from day to day.

The WebCT sites used in the CLS program employ a variety of online technologies to enhance student communications with faculty and with one another. They also guide the sequence of learning activities in order to help students keep track of course activities and stay focused on current concepts. Lastly, technical support is provided to students in order to preserve their learning time for content and course skills rather than technical issues.

In addition to online resources, the CLS program uses the two-way video classroom to allow for real-time interactions and to provide student access to a variety of equipment both in the classroom and in the field. Recently, the CLS Program acquired a microscope with the software to send a live signal (including the slide and the instructor's voice) over the Internet to students connected from anywhere in the world. This allows many students to see specimens on a slide without having to come to campus or to wait to take turns. Considerable class time is saved with this type of broadcast. Furthermore, students can record the image and sound signals for later playback whenever they would like to review them.

As a result of this work Dr. Carolyn Bunde was selected to receive an award for Innovative Excellence in Teaching, Learning, & Technology. She received her award in Florida at the Fourteenth International Conference on College Teaching and Learning held in April 2003. Additionally, the entire CLS faculty (including Dr. Bunde, Dr. Kathleen Spiegel, Susan Galindo, M.S., and Sonja Nehr-Kanet, M.S.) presented two sessions at the Clinical Laboratory Education Conference in New Orleans, in March 2003.

Gateway Grant Funded Projects

A State of Idaho Census information research website was constructed by a faculty member in the History department. The Census pages include Idaho Census information for each Idaho County. <http://www.isu.edu/history/1900.html>

A video tutorial website for students to review examples of speeches through streaming video and to watch critiques of the speeches by department faculty was constructed by a faculty member of the Department of Communication and Theater. This site allows students to view examples of different aspects of public speaking.

<http://www.isu.edu/commthea/spchresource/spch201video/index.html>

A Biology Teaching Resources website was constructed by Dr. Rosemary Smith in the Biology department. This website provides information and inquiry-based lessons for biology teachers. It was developed specifically for graduates of the Biology Teaching Methods course for secondary education students at Idaho State University. Its goals are to provide these students, as well as other biology teachers, with a website where they can quickly find familiar inquiry-based lessons, professional development opportunities, and other links. <http://www.isu.edu/biolearn>

The First Year Seminar (FYS) project was completed by the Center for Teaching and Learning. The goal of the project was to complete an instructional design system to develop a set of learning goals and outcomes for the First Year Seminar Program. The Director of the FYS program asked for assistance with writing a set of measurable goals and outcomes that could be applied to all FYS courses. The analysis phase is complete and the design phase is underway. A set of learning outcomes with possible assessment activities has been written. A set of web pages will be developed to make the outcomes and assessments available to FYS instructors. Furthermore, the FYS website will be redesigned to provide more information for instructors and to make syllabi available online to students.

The HE210, Medical Terminology project was completed by the Department of Health and Nutrition Sciences. The goal of this project was to create a Medical Terminology course that relied on WebCT for half of the class meeting time and made online quizzes available so that grading could be automated. Furthermore, students would be given access to course materials and a schedule of activities. An instructional design process was followed to guide instructor and designer. The course is currently being taught and student feedback is being gathered and evaluated. Course design changes are being made as needed and recommendations for the next design and development phases are being considered. 20% of the students in the current section have requested that the course be available entirely online. Additionally, this course employed a newly developed WebCT Student Introductory Training module. This training reduced the number of technical problems for students and the number of calls to the ISU Helpdesk from students in this course. Technology literacy preparation such as this is a tremendous benefit to instructors and to students.

The MATH253 project was completed by the Department of Mathematics. The goal of this project was to create an online version of MATH253. Dr. Alan Egger and Dr. Nancy Bowers designed the WebCT course to work in conjunction with publisher assessment instruments and content. The course was delivered over Fall 2002.

The COMM101, Principles of Speech project was completed by the Department of Theater and Mass Communications. The goal of this project was to reduce the amount of didactic instruction in the classroom, moving it to an online course site (using WebCT) and, as a result, reserve classroom time for active learning. The first two phases (analyze and design) of instructional design have been completed. The development phase is currently underway. The students will be given access to a speech lab as well as the online course space. They will be able to use classroom time to work in small group, to practice giving speeches, to improve their ability to critique speeches, and to enhance their understanding of the content of the discipline. There will be more time for instructor feedback because less time will be needed for lecture. The online site will provide readings and small group activities to supplement the textbook.

The MATH108 project was completed by the Department of Mathematics. The goal of the project was to make MATH108 a fully online course and to reduce the demand on facilities placed and teaching personnel. Also, more students would be able to register for this course if it were not restricted by available classroom space and instructors. The Math department purchased a test delivery program for their math lab and integrated it with WebCT to create a secure place for students to access course materials and sign up to take tests. The course was delivered over Fall 2002 and will be delivered again in Spring 2003. Approximately 650 students in each semester (a total of nearly 1300 students) took the online version of MATH108.

The PA Clinical Rotations project was completed by the Physician Assistant Studies Program. This was a multi-faceted project involved the design of a website for the clinical year, the design of a fully online course site using WebCT and a system for performing formative evaluation of the course as well as a method for transferring data from the online quizzes and surveys to an external database for further analysis and reporting to required agencies. The course was delivered over Fall 2002 and again in Spring 2003. The 23 students in the program were in clinical rotations across Idaho and other parts of the country. They are able to remain in contact with the program coordinator and faculty, as well as one another, through the communications features of WebCT. A critical outcome for this project was to improve the level and frequency of contact with students while they are in their year of clinical rotations. This outcome was achieved. Paula Phelps' PA Clinical Rotations program was selected as the ITRC Fall 2002 Faculty Showcase.

The Idaho Comprehensive Literacy Assessment (ICLA) was a project conducted by the ISU College of Education, BSU College of Education, and the University of Idaho College of Education. The goal of this project was to create a fully online version of the ICLA that can be taken by pre-service and in service teachers. A WebCT space was developed and the existing question database was used to create the assessments. A system for adding and validating new

questions was also developed. The test was administered over Fall 2002 and the results are currently being evaluated. 204 students took the tests in Fall 2002.

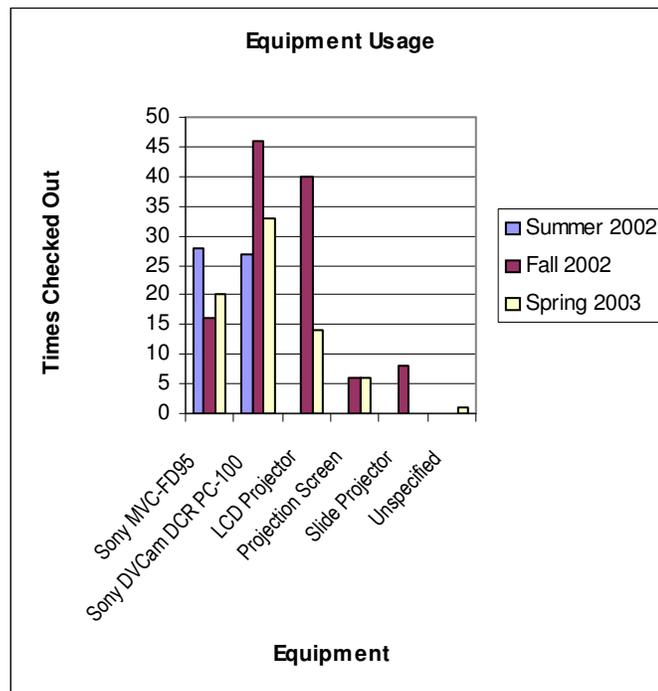
INRA: Geology was a project conducted by the ISU Department of Geology (ISU, BSU, U of I, Montana State, Washington State, and Alaska State U.) The INRA (Inland Northwest Research Association) received a federal grant to develop a PhD program in Subsurface Science. Two ISU faculty members were awarded grants to teach modules for the program. The goal was to develop an online course site (using Blackboard - provided by Boise State University) and to convert any course materials for delivery both in the video classroom and online. Also, a new distance-learning classroom was constructed at ISU to support this program, the funding of which came from the INRA grant. The course was delivered over Fall 2002. A series of PowerPoint presentations, readings, websites, and other handouts were made available on a CD and mailed to the students. A set of online discussion activities were developed in order to allow the students to interact with one another and expand their understanding of the concepts addressed in the televised lectures. Because eight classrooms were simultaneously connected, classroom time was limited to lecture only. Questions and answers were handled through the online course site.

INRA: Microbiology was a project conducted by the Department of Biology (ISU, BSU, U of I, Montana State, Washington State, and Alaska State U.) The INRA (Inland Northwest Research Association) received a federal grant to develop a PhD program in Subsurface Science. Two ISU faculty members were awarded grants to teach modules for the program. The goal was to develop an online course site (using Blackboard - provided by Boise State University) and to convert any course materials for delivery both in the video classroom and online. Also, a new distance-learning classroom was constructed at ISU to support this program, the funding of which came from the INRA grant. The course was delivered over Spring 2003. A series of PowerPoint presentations, readings, websites, and other handouts were made online to the students. Because eight classrooms were simultaneously connected, classroom time was limited to lecture only. Questions and answers were handled through the online course site. Also, instructions for an experiment that could be completed at home by the students was filmed and made available through the online course site.

The Art Department has begun working on an online component to the ART100, Survey of Art course. This course provides general education requirement for goal 6, to understand the creative processes, the aesthetic principles, and the historical traditions of one or more of the fine arts. Currently, art graduate instructors are working on scanning images and developing/delivering WebCT components (Syllabi, Discussions, Quizzes) for the fall semester of 2003. The feedback gathered during the fall semester will provide direction for the fully online course. Release time for Rudy Kovacs in the fall of 2003 will provide instructional support and direction for a prototype of a fully online course that will begin in the Spring Semester of 2003.

Equipment Checkout

The ITRC provides equipment to ISU faculty and staff for single-use instructional events. The following graph depicts the amount of equipment usage from the Summer 2002, Fall 2002, and Spring 2003 sessions. Summer checkout of the Epson LCD Projector, the Projector Screen, and Slide Projectors was not available, as this equipment was not available until the fall semester.



Publications & Papers

Instructional Technologist, Randy Stamm and Instructional Designer, Bernadette Howlett wrote and article entitled "Effective Course Content by Design." This article was originally published in *The Technology Source* (<http://ts.mivu.org/>) as: Randy Stamm, and Bernadette Howlett "Effective Course Content by Design." *The Technology Source*, January/February 2002. Available online at <http://ts.mivu.org/default.asp?show=article&id=937>.

Conferences (participated & presented)

2002 WebCT Conference

Staff from the ITRC attended the July 2002 WebCT conference in Boston, MA. The conference presented a wide range of general sessions with keynote speakers. The WebCT 2002 featured over 150 presentations and poster sessions, representing educational organizations and affiliate industry speakers from around the world. The Exhibit Hall enabled participants to talk to WebCT partners and explore the possibilities of extending their e-learning capabilities. In recognition of the important role that senior institutional administrators play in championing, planning and implementing e learning, WebCT 2002 included a special one-day Executive Session. Campus leaders met with colleagues from other institutions and WebCT executives to discuss some of the pressing issues in higher education today.

Web-Based Learning Conference

Howlett, B. Reducing cheating in online tests. North American Web-based Learning Conference 2002. New Brunswick, CA. Oct. 19, 2002. <http://naweb.unb.ca/02/SatPreConf.html>

ITRC Road Show

In addition to usual project help, the ITRC visited departments around campus. These visits expanded the ITRC's understanding of the interests and needs at ISU, and provided opportunity to see and hear about some of the technologies and services currently available. Departments may request a visit by contacting the ITRC. The following dates were scheduled for the ITRC Road Show:

- September, 2002
Psychology Department
Kelly Shoemaker
Graduate students from the psychology department were invited to the ITRC to learn how to utilize WebCT in their courses.
- September, 2002
Physicians Assistant Program
Nancy Bowers and Bernadette Howlett
Provided the PA program faculty with an overview of WebCT for online testing.
- October, 2002
ISU Faculty at the Boise Center
Randy Stamm and Nancy Bowers
Provided PowerPoint, Excel, Acrobat, and WebCT training for ISU faculty at Boise.

- October, 2002
Educational Leadership Program
Randy Stamm and Nancy Bowers
Met with the EDLA faculty to discuss the resources available in the ITRC and Digital Media Lab. We talked a little about WebCT and developing online courses.
- December, 2002
Art Department
Randy Stamm and Nancy Bowers
Art Department faculty members were looking at technology solutions for current classroom curriculum. Provided an overview of WebCT and how it might be used for delivering course content and digital images of the slides shown in class.
- February, 2003
College of Technology
Nancy Bowers
Met with several faculty members in the College of Technology to demonstrate the process of delivering course evaluations through WebCT. Everyone completed an evaluation and demonstrated the reports function in the WebCT survey tool. In addition, the raw data was downloaded and manipulated in Excel.
- March, 2003
Dental Hygiene
Randy Stamm
Provided training for Dental Hygiene students and faculty about the use of PowerPoint presentations.
- March, 2003
ISU Faculty at the Boise Center
Randy Stamm and Nancy Bowers
Provided Excel training for ISU faculty at the Boise Center.
- April 7, 2003
ISU Faculty at the Boise Center
Bernadette Howlett and Nancy Bowers
Met with the Economic faculty members (6 faculty) about WebCT.
- June 25, 2003
Teaching with Technology – Ice Cream Social
ITRC Staff
Provided University Faculty with information about the ITRC and Library resources. In addition, several faculty members presented information about how they use technology in the classroom.