



ANNUAL
REPORT
2005-2006

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, Educational Technology Services (ETS), and the Information Technology Services (ITS) 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, production lab, and training lab. The latest in computer technology provides faculty with advanced teaching tools designed to fit with the instructional goals of their course, learner's needs, and instructor pedagogy. Many of the ITRC supported services provide faculty with instructional technology tools for distance learning and traditional classroom instruction. The ITRC has two physical areas for computer training and support. One-on-one help is done in the ITRC production area and there is also a dedicated lab for group instruction.

Drop-in Lab and Production Lab

The computers in this area consist primarily of 7 Dell Optiplex GX270 Pentium 4 - 2.6Ghz machines and two Macintosh G4s. In addition, machines are equipped with the following main software applications:

- Windows XP Professional OS
- Macromedia Studio 8 - Dreamweaver, Fireworks, Flash, etc.
- Microsoft Office 2003 - Word, Powerpoint, Excel, etc.
- Adobe Acrobat 7 (Full Version for creating PDF's)
- Internet Explorer
- Netscape
- Mozilla Firefox
- Respondus
- QuickTime
- RealOne Media Player
- Windows Media Player
- 7-Zip
- WSFTP

Also available are scan and print peripherals with both Windows and Macintosh operating systems in the ITRC production lab. Faculty and staff have scanning and printing services, which include the following peripherals:

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

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

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

In September 2003, Idaho State University was provided with a Wireless Mobile Lab, consisting of 20 laptop computers available for faculty checkout. It is the ITRC's responsibility to oversee the reservation and checkout procedures. Necessary maintenance of the laptops is carried out with support from the department of Information Technology Services.

Training Lab

The training classroom consists of 15 Dell Optiplex GX620 Pentium 4 - 3.0 Ghz computers. The Dell computers are running the same software as in the Drop-in lab computers.

Individualized 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

- Knowledge Surveys*
- Learning Objects
- Plagiarism*

WebCT

- Adding Students to a WebCT Course
- Creating Online Group Activities
- E-Reserves and WebCT*
- Posting a Syllabus in WebCT
- WebCT 101, Your First Semester with WebCT
- WebCT Content Module
- WebCT Grading
- WebCT HTML Editor
- WebCT Quizzes with Respondus

Equipment

- Digital Camera Basics
- Digital Video Basics
- Teaching with a SMART Board™

Web Development

- Cascading Style Sheets in Dreamweaver
- Flash Basics*
- Graphics with Fireworks
- Introduction to Breeze Presentation*
- Introduction to Dreamweaver
- ISU Web Templates*
- Scanning Course Materials

Microsoft Excel

- Introduction to Microsoft Excel
- Grading in Excel

Microsoft PowerPoint

- Create Basic Presentations with PowerPoint
- Enhancing PowerPoint Presentations
- Poster Design with PowerPoint

General Topics

- Advanced Web Design Topics
- WebCT and Future LMS

*indicates workshops that have been added since July 1, 2005

About US

Instructional Technology Resource Center
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Full-time Staff

Randy Stamm: Manager/Senior Instructional Technologist

Office: (208) 282-4557

Randy Stamm, Manager/Senior Instructional Technologist, provides leadership and direction for the Instructional Technology Resource Center at Idaho State University (ISU). He supports faculty with multimedia tools and new technologies in the traditional classroom and World Wide Web. Since 1997, he has supported faculty with the instructional design process of web-based instruction. He received a M.Ed. in Instructional Technology and a B.A. in Mass Communication. He has designed and developed several instructional design instruments including the WOWDOC, ACT, GAP and DOT design guides for ISU faculty creating and facilitating classroom and distance education curriculum.

Dr. Keith Comer: Faculty Coordinator of Instructional Technology

Office: (208) 282-3983

Keith is a faculty member from the Department of English & Philosophy, where he has taught a variety of courses in writing, business and technical communications, and literature since 2001. At the ITRC, he endeavors to assist faculty and programs working to enhance teaching through technology-assisted instruction. A PhD graduate of the University of Oregon, Keith taught at universities in Sweden and Nebraska before moving to Idaho. Having first learned computer programming in the era of punch-card obstacles, he delights in helping people use technology to collaborate and create opportunities for themselves and others.

Lori Cheezem: Instructional Designer

Office: (208) 282-2502

Lori provides instructional design consultation for the faculty at Idaho State University. Her main responsibilities include partnering with instructors in the design and conversion of face-to-face courses into online courses. Lori received her B.B.A. in Management from ISU and holds a Masters degree in Human Resource Development from Clemson University in South Carolina. In addition, Lori has experience creating both instructor-led and online classes for corporate and military consumers.

Mark Lee: Web Media Developer

Office: (208) 282-4765

Mark Lee, Web Media Developer, is primarily responsible for maintaining the overall presence of the University on the web, including all university level web pages and web pages of administrative departments. This includes defining web standards and templates, creating and supporting the look and feel, continually improving functionality of the web site, and striving to ensure up to date, or valid content, throughout the web site. His key responsibilities are to maintain and update the University website (www.isu.edu); train and support ISU faculty and staff regarding web publishing; oversee the Web Services Group; represent University interests and good web practices to the Web Services Council; keep up to date on the latest web trends and innovations; and monitor and respond to all webmaster@isu.edu e-mail. Previously, Mark worked as a student employee at ISU's Computer Center, where he received training and experience providing technical support and developing dynamic web-based applications. Mark received a B.A. in psychology, a post-bachelors Certificate in Computer Information Systems, and 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 PC software, and associated peripherals in the ITRC, ETS, 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.

Michael Spall: Software/Hardware Instructional Technologist

Office: (208) 282-3954

Michael is responsible for supporting ISU's faculty and staff with online content delivery. He helps train faculty and staff in the use of educational technology and supervises student staff working in the ITRC front lab. Previously, Michael worked for the American Falls School District in Idaho teaching math and computer classes, managing a computer lab, and supporting faculty's use of technology and course management software. His background is in math and microbiology and he maintains a continuing interest in science and scientific computing.

Kelly Shoemaker: Instructional Technologist

Office: (208) 282-1043

Kelly provides technology support and instructional design consultation for the faculty at Idaho State University. His main responsibilities include partnering with instructors in the design and conversion of face-to-face courses into hybrid and fully online courses. He is currently providing instructional design support for an online Master of Science in Dental Hygiene curriculum. He received his B.A. in Communication from Boise State University and is currently working on a M.Ed. in Instructional Technology here at Idaho State University.

Technology Production Assistants

Laird Duncan

January 2003-Present
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Andrew Lovelace

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January 2005 – December 2005
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Instructional Technology Assistants

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Gina Gilot

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Graduate Assistant

Aaron Stevens

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Grants

ISU's eLearning Project Initiative

2005 to 2006

State Board of Education's Idaho Technology Incentive Grant (ITIG), eLearning Project demonstrated how courses will employ instructional technology to:

- significantly enhance the student learning experience and improve student access (whether in online, hybrid and/or face-to-face teaching environments),
- demonstrate effective outcome, assessment, and program review practices,
- attract and retain students, and
- develop curricular approaches and teaching strategies that support the sustainability of the technology-strengthened courses beyond the term of the grant.

The grant focused on instruction in the health professions, new and continuing General Education goal classes, and mission-critical courses arranged in fully online and hybrid formats. Additionally, the eLearning Project accepted proposals that apply effective instructional design concepts and approaches (to include those developed through previous TIG and/or TMII grants) to enhance teaching and learning in face-to-face and hybrid instructional settings.

The Instructional Technology Resource Center (ITRC) received funding through the eLearning Project for direct support of course redesign, development, and production activities. These projects are assumed to involve the ITRC, particularly in the instructional design phase. All eLearning projects have developed outcome and assessment practices consistent with curricular and program goals. Project participants took part in periodic seminars designed to share insights and showcase effective approaches.

Virtual Idaho Museum of Natural History

2004 to 2006

The ISU Educational Technology Services, the ITRC, and the Idaho Museum of Natural History (IMNH) obtained second year funding to continue the development of the Virtual Idaho Museum of Natural History (VIMNH). This will entail virtualizing selected specimens held in the IMNH collections and pieces from other departments; especially those oriented towards enhancing teaching.

The grant has provided funding for the purchase of scanning technology and for the development of a laboratory allowing the digitization of three-dimensional objects; including bones, fossils, and artifacts. Current resources include high-level software packages for three-dimensional modeling and data editing, two laser scanners, and a Microscribe articulating arm digitizer. From May 2005 through August 2006 a large number of specimens from various collections will be digitized and edited to produce very high-quality virtual reproductions.

These models will be archived for preservation and immediate use in research, exhibition, and education. The Virtual Idaho Museum of Natural History will be available on the Internet to facilitate its adaptation to school curricula by allowing instructors to download virtual objects for classroom use. Receipt of this grant is expected to provide opportunities for future funding relating not only to this project, but the application of this technology within ISU and in the region as a whole.

ISU's Gateway Initiative

2002 to 2005

State Board of Education's Idaho Technology Incentive Grant (ITIG)

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. The grant was to develop a mechanism that defines and seeks to maintain appropriate levels of support and assistance for the upkeep and delivery of gateway and other technology-enhanced courses.

The ITIG funds were used to help faculty conceptualize, design, test, and implement technology-strengthened gateway courses. Individual projects were proposed by host departments and involved several faculty. Projects progressed through three phases of development with each phase lasting about one year. The emphasis was on quality, rather than quantity and special attention was 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 Technology Incentive Grant

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

Bridging the Chasm: Idaho Consortium for Educational Technology

1997 to 2000

Bridging the Chasm was the State Board of Education's Idaho Incentive Technology Grant Program. Partial funding for the ITRC came from the Bridging the Chasm Grant and other funding from the Academic Vice President's office (Dr. Jonathan Lawson).

ISU Technology Mediated Instruction Initiative (TMII)

2000 to 2004

The goal of this initiative was to assist in faculty and curriculum development. Specifically, the initiative explored and developed ways to effectively integrate technology into teaching and learning. By assisting faculty in creating and using technology-enhanced curricular resources, TMII projects serve an exploration into and a foundation for future directions in integrating technology into the learning environment at Idaho State University.

Through a proposal review process, TMII was designed to award a limited number of grants to investigators seeking help in exploring and developing ways to apply computer technology in teaching and learning. Projects show how students and the academic program will benefit from funding, and must be specific in scope and application by addressing a significant need or innovation. Projects included creating interactive exercises for a course, converting videos to digital media for integration into a course, or digitizing slides and placing them on the Internet.

ACTRIG (CSAC) Supplemental Academic Computing Fund

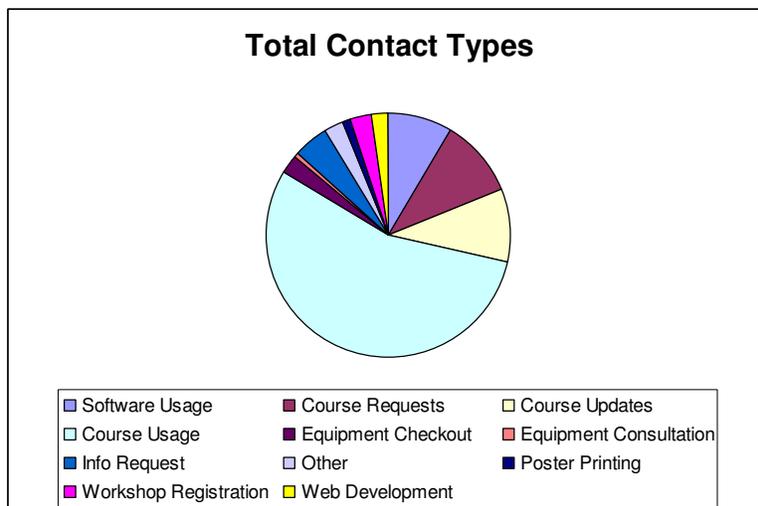
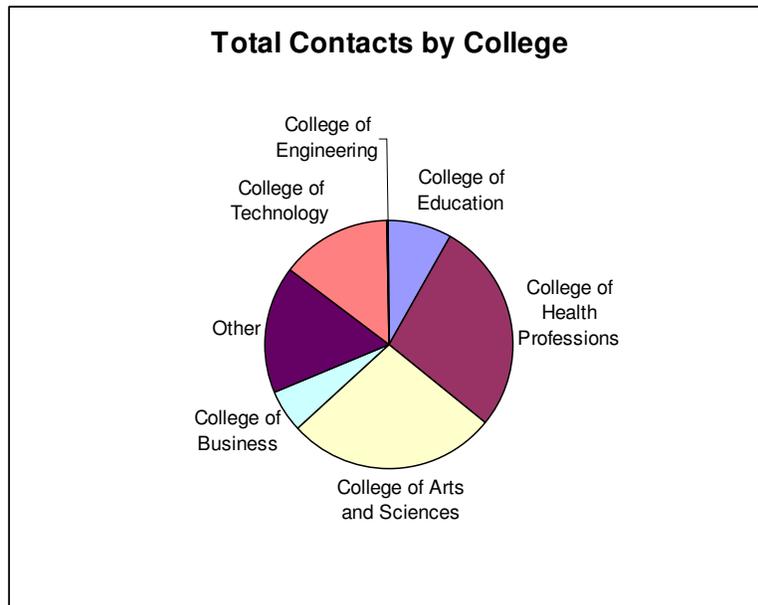
1995 to present

The Supplemental Academic Computing Fund was created for the primary purpose of ensuring every ISU faculty member has a computer available on her/his desk. However, peripheral equipment is also eligible if it is needed to support ISU office-type responsibilities of faculty. Comer and Stamm of the ITRC are members of the Computer Systems Advisory Committee and participate in the selection of recipients for this award.

Facility Usage

Contact Log

An electronic faculty contact log was created and activated for ITRC staff usage. The contact log tracks faculty information, duration of contact, type of contact, and issues addressed in the contact. The following charts summarize the type of contacts made.



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 686 faculty members, an increase of 25 from last year, used the sign in sheets upon entering the ITRC labs.

WebCT Usage

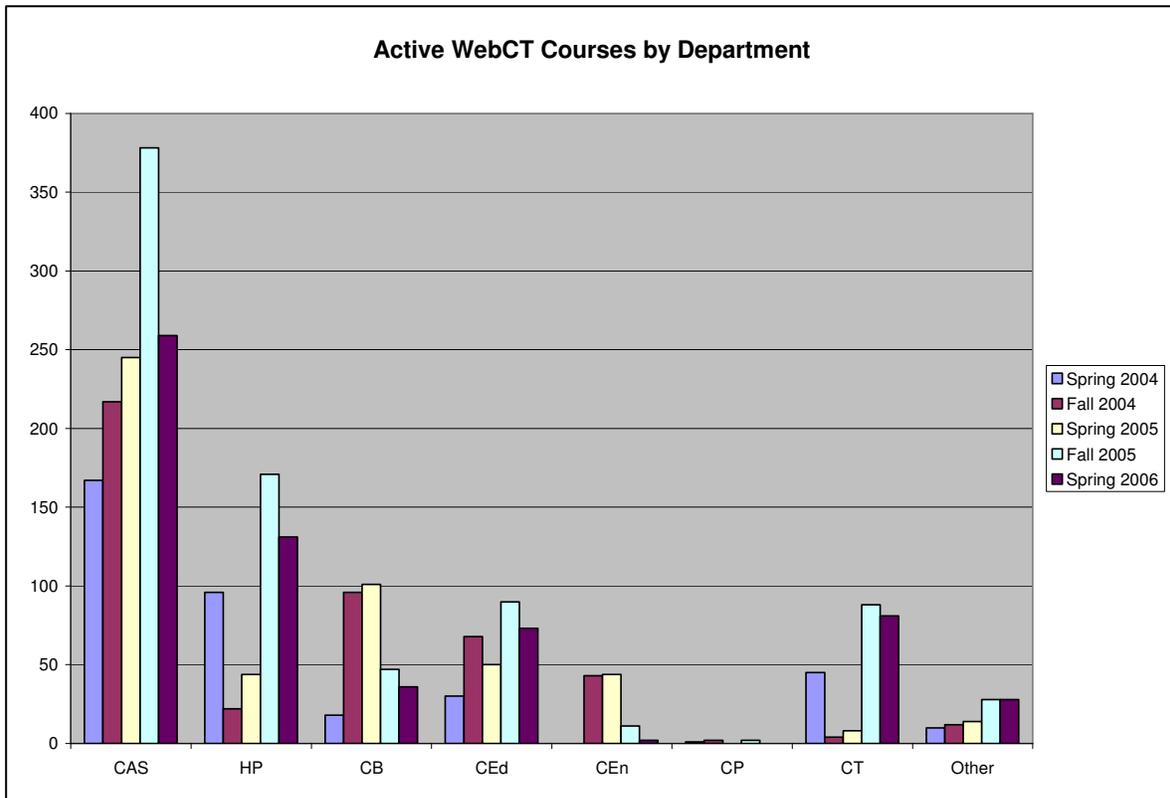
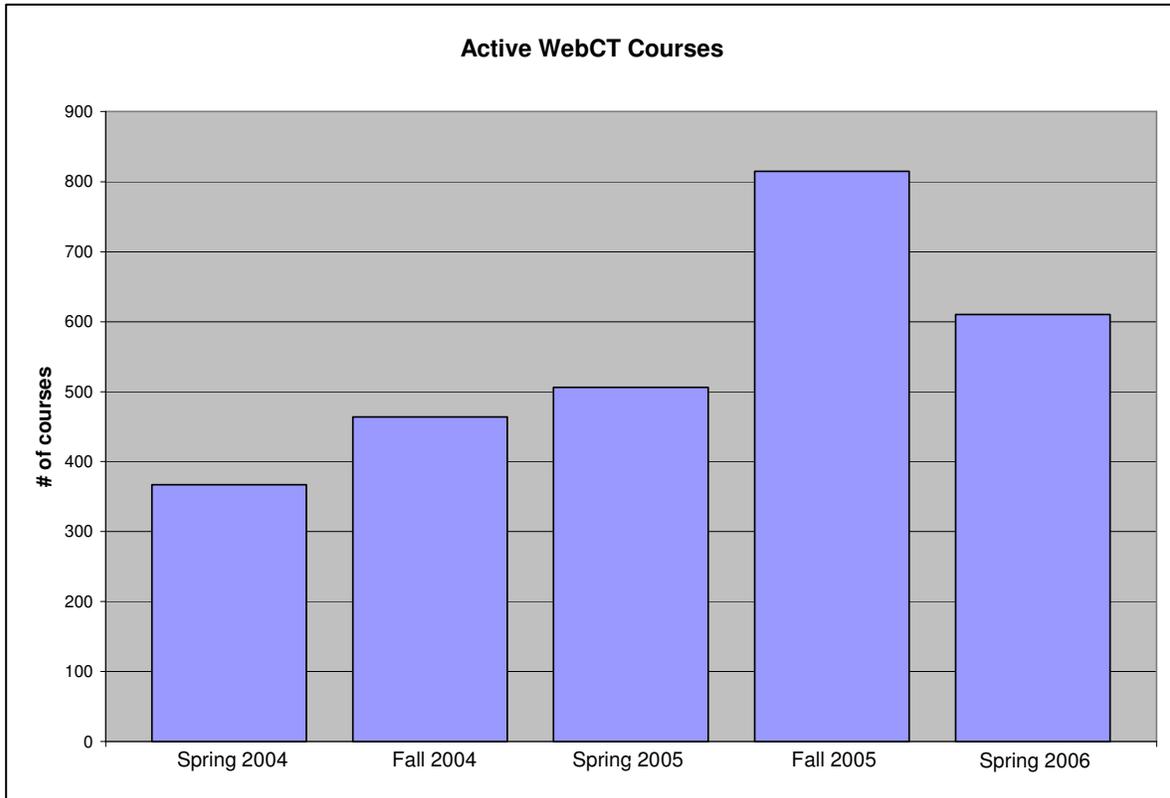
A total of 815 WebCT course sites (See Table) were used during fall semester (2005) and 610 were used during the spring semester (2006). This represents a 25% decrease in WebCT course sites since last spring. An estimated total of 14,877 student seats were occupied in the fall 2005 semester and 11,135 student seats in WebCT existed in the spring 2006 semester (Estimates based on the Department of Institutional Research calculation of average class size). This represents a 25% decrease in student seats occupied since fall 2005. The proportions of course sites and student seats broken down by colleges are shown below in the figures. The 2004 and 2005 semesters are included in the tables to show trends of WebCT use in the past two years. While a drop in usage occurred between fall 2005 and spring 2006, the overall trend of growth has remained consistent.

Total WebCT Offerings by Semester

College	Spring 2005		Fall 2004		Spring 2004	
	Courses	Student Seats	Courses	Student Seats	Courses	Student Seats
Arts and Sciences	245	4474	217	3962	167	3013
Health Professions	44	803	22	402	96	1732
Business	101	1844	96	1753	18	325
Education	50	913	68	1242	30	541
Engineering	44	803	43	785	0	0
Pharmacy	0	0	2	37	1	18
Technology	8	146	4	73	45	812
Other	14	256	12	219	10	180
Total	*506	**9239	*464	**8472	*367	**6620
College	Spring 2006		Fall 2005		Spring 2005	
	Courses	Student Seats	Courses	Student Seats	Courses	Student Seats
Arts and Sciences	259	4728	378	6900	245	4474
Health Professions	131	2391	171	3122	44	803
Business	36	657	47	858	101	1844
Education	73	1333	90	1643	50	913
Engineering	2	37	11	201	44	803
Pharmacy	0	0	2	37	0	0
Technology	81	1479	88	1606	8	146
Other	28	511	28	511	14	256
Total	*610	**11135	*815	**14877	*506	**9239

*Course totals indicate unique course numbers (e.g. SOC101) utilizing WebCT.

** Student Seat totals based off of average class size as calculated by the Department of Institutional Research.



WebCT Course Category

Type	Semester	Course Numbers
Fully Online	SPRING 2006	*58
Online Components	SPRING 2006	*552
TOTAL		*610

*Course totals indicate unique course numbers (e.g. SOC101) utilizing WebCT.

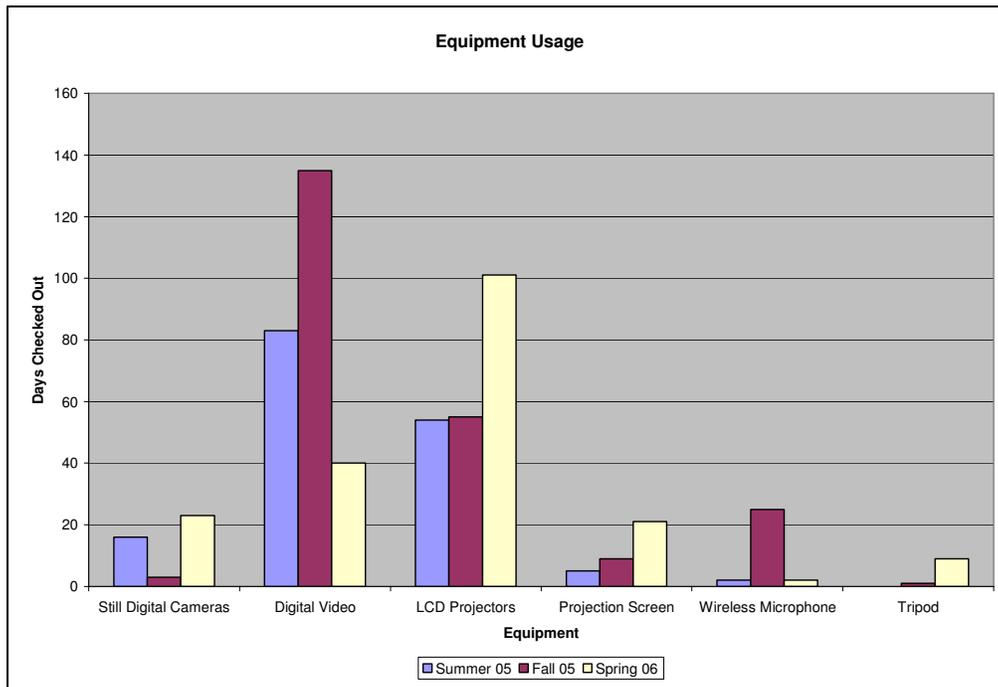
WebCT Course Category

Type	Semester	Course Numbers
Fully Online	FALL 2005	*65
Online Components	FALL 2005	*750
TOTAL		*815

*Course totals indicate unique course numbers (e.g. SOC101) utilizing WebCT.

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 2005, fall 2005, and spring 2006 sessions.



In addition to the digital equipment available for faculty checkout, the ITRC is responsible for providing 20 wireless mobile laptops that may be checked out to faculty. Faculty members have been using the laptops for use in their classroom, for test taking, and for instructor presentations. The wireless mobile lab was introduced in the fall, 2003 semester as an experiment. During the 2005-2006 school year, a total of 678 laptops were checked out for a total of 108 days.

Projects/Partnerships

The ITRC undertakes instructional technology and design projects working in direct partnership with instructors and departments to provide technical expertise, allow faculty members to focus on content rather than becoming 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 advantage of instructional technology's advanced projects for classroom and research projects.

TIG Grant Funded Course Projects

- **ART100 (Survey of Art) and ART101 (History of Western Art)** The Art Department finished scanning all of the 35 MM slides of various collections of art. With support of the ITRC a database program was identified to begin organizing and querying images for course presentation. Images will be utilized in art survey and history courses for both traditional and online course offerings. Stamm supported Professor Kovacs with scanning support and image database selection and implementation.
- **CSED300 (Speech and Hearing Sciences)** was developed in SUY 2005 and FY 2005 semesters. The course focused on providing students with the anatomy and physiology of the speech and hearing sciences. The ITRC helped scan drawings and images of anatomical features and insert these images into web pages. Shoemaker helped Professor Seikel convert pencil and paper exams into online exams and developed streaming videos of anatomical demonstrations.
- **CSED 341 (Audiometry and Hearing Science)** provided an introduction to basic hearing science, sound measurement, audiometry, tympanometry, hearing disorders, public school screening, and methods of aural rehabilitation. This included online streaming video and audio. The ITRC advised Professor Brockett in developing a student-centered approach to online content organization and display. ITRC staff also trained and supported the instructor in developing and streaming narrated PowerPoint presentations using Macromedia Breeze.
- **CSED 460 (Audiology III)** is part of the CSED Pre-professional program. Work on this course began summer 2005 to develop a fully online course offering. Cheezem helped Professor Whittaker develop course materials, organize the course, use email, discussion boards, and chat rooms within the course, create assignments, and link additional materials to the course.
- **CS181/ENGR181** is the College of Engineering's introduction to programming. It is a required course for all Engineering and Computer Science majors, recommended for Secondary Education majors, and required in the Physics and Mathematics programs. Spall supported Professor Bosworth with the design and development of the WebCT online course. The course features included streaming video of lectures covering major topics, a project repository to assign unique programming problems to each student, annotated code examples, executable interactive code, and a programmer's glossary. The

value added to this course is the students' ability to pace their learning during difficult sections of the course and mastering difficult programming skills. Online discussion groups allow students and the instructor to openly discuss questions and problems.

- **DENT601 (Dental Hygiene Research), DENT605 (Program Development and Evaluation) DENT610 (Special Care Populations), and DENT615 (Progressive Dental Hygiene)** Shoemaker advised Professors Rogo and Boyd in achieving course objectives and helped develop the best methods of organizing the course content into the online medium. Shoemaker helped the instructors develop online activities that would develop cohesiveness between the students and instructor. ITRC staff advised the instructors on the best practices for assessing student performance in the online environment, developed a significant portion of the online organization and content, and developed an instructional video and various online tutorials to help students perform in the online environment. In addition to course materials, the Shoemaker developed a series of online modules to train the students in using online library resources to accomplish research objectives.
- **ENGL101 (Composition) and ENGL102 (Critical Reading & Writing)** are gateway courses that serve the University's General Education Goal 1 requirement. Both of these courses were offered in entirely online sections during FY 2006. In addition, **ENGL308 (Business Communications)**, a required course for all College of Business undergraduate degree programs, was taught fully online for the first time through TIG support. WebCT was used to deliver all online instruction for these sections, and curricular materials were developed for web-based instruction, online asynchronous discussions, and synchronous chat sessions. Two-thirds of the online sections in the Department were taught by professorial faculty with support from Comer.
- **NURS600, NURS602, NURS609, NURS610, NURS111, NURS612, NURS618, NURS621, NURS642, NURS643, NURS644, NURS645, and NURS404** The Graduate School of Nursing began converting the Master of Science in Nurse to a completely online program. Cheezem assisted Professors Reynolds, Arvidson, Ashton, Summers, Murphy, Renn, Hyde, and some adjunct faculty with the conversion of instructor-led course materials to WebCT. In addition to converting course materials, Cheezem also assisted them with reorganizing the courses, setting up and using the communication tools in WebCT, creating Breeze presentations and placing them in the courses, linking e-pack information, using the WebCT gradebook function and general problem solving.
- **THEA101 (Appreciation of Drama) and DANC105 (Survey of Dance)** The Theatre and Dance Departments are working on converting two courses, THEA01 and DANC105 to a completely online format. Cheezem worked with Professors Schroder and Zimmerly on the two courses. Initially the two courses began in FY 2005 as blended learning courses offering minimal online presence. DANC105 is currently being offered SUY 2006 as a fully online course. Cheezem assisted Professor Zimmerly with course organization, use of the communication tools, setting up group assignments, inserting video clips, PowerPoint presentations, and Breeze presentations.

As a result of the TIG, the ITRC has been able to utilize the procedures and capabilities it has developed to support faculty in developing courses not funded by the TIG initiative. Instructors who work with the ITRC in these projects are able to develop a set of instructional design and technology skills that they can apply to their other courses.

Audio/Video Projects

Throughout the summer term (2005) the ITRC worked with Blake Beck of Educational Technology Services (ETS) to convert a series of seven instructional biology videos from an obsolete media format to DVDs for distribution through the Biology Department. Because of the age of the video, extensive editing, color correction, and audio correction had to be performed in order for the films to be viewed correctly in the new media format of DVD.

Throughout the summer term (2005), Laird Duncan was trained in video production, editing, and methods of converting video to streaming formats. Duncan was also trained in audio production techniques, media scanning techniques, and the use of WebCT in conjunction with video integration.

The ITRC worked with Chris Daniels and Swamy Laxminarayan of the College of Pharmacy to produce, film, and edit a video for the College of Pharmacy and Office of the President of ISU. The video was for use in an international conference in Australia, so the video had to be produced in a series of DVDs that could be used for North American television standards, as well as the international television standards used in Australia. The ITRC created the DVD layout, design, and video conversions.

The ITRC worked with Libby Howe of University Relations on the editing of a series of promotional videos for ISU. They also helped University Relations with changing these videos to various formats for distribution purposes, including the use of VHS tapes and DVDs. The ITRC also worked in conjunction with University Relations to help television station KIFI convert promotional videos for the university to various media formats, including VHS tapes and DVDs.

The ITRC worked with Shoemaker of the ITRC/Dental Hygiene Department to produce a series of audio and video recordings. The audio recordings were used for the utilization of a fully online course offered by the department. The ITRC produced a series of equipment training videos, which were converted to streaming format and placed in the WebCT course used by the department.

During the summer term, the ITRC acquired an audio/video editing room from the ETS. During the course of the summer, the ITRC and ETS removed unused equipment from the room and restored it to a modern digital video editing suite. The ITRC donated unused editing equipment to the James E. Rogers Department of Mass Communications, and provided technological training for the use of the equipment.

Throughout the fall term (2005), the ITRC worked with Tera Letzring of the Psychology Department. A series of four prerecorded videos were converted for Internet streaming in an online Psychology course. Due to the poor nature of the original recordings, extensive video editing had to be performed upon the original footage. The ITRC also worked with Letzring to create a series of self-report questionnaires in WebCT, utilizing the videos which had been converted for the course.

Throughout the fall term, Jacob Brumfield was trained in video production, editing, and methods of converting video to streaming formats. Brumfield was also trained in audio production techniques, media scanning techniques, and the use of WebCT.

The ITRC worked with Nancy Devine, of the Physical and Occupational Therapy Department, to convert a series of prerecorded training videos to streaming format for the WebCT Course, TOT 626/646 (Neurologic System Management). These videos were also converted to Windows Media format for use in a series of PowerPoint presentations. The ITRC also provided training in the integration and use of these video clips in the presentations.

The ITRC worked with Jessica Frieder, of the College of Education's Special Education Department, to convert a series of prerecorded training videos to DVD for use at various workshops in the local community by the department. The ITRC created the DVD layout, design, and video conversions.

The ITRC worked with Barbara Hewett of the Kasiska College of Health Professions to convert a prerecorded promotional video to streaming format for use on the College of Health Professions' website.

The ITRC worked with Barbara Bain of the Kasiska College of Health Professions to convert a series of prerecorded videos to DVD for archival use of a local health conference. The ITRC created the DVD layout, design, and video conversions.

The ITRC worked with Penny VanOsdol of the Dental Hygiene Department to convert a prerecorded video to DVD format. The ITRC created the DVD layout, design, and video conversions for this project.

The ITRC worked with Mary Ann Renolds of the Nursing Department to convert a prerecorded training video to streaming format for her WebCT Course.

The ITRC worked with Aimee Baucke of the Continuing Education Department in the conversion of a series of prerecorded videos to DVD format. The ITRC created the DVD layout, design, and video conversions.

The ITRC worked with Michael Livingston and Pat Dean of the Anthropology Department to convert a prerecorded VHS tape to digital format for use by the department for video editing.

The ITRC worked with Pete Coates and David Delehanty of the Biology Department in the conversion of a series of 15 time-lapse video into regular video format. These videos were then

converted into a format to be used in PowerPoint presentations. The ITRC also edited a series of still photographs from these videos for use in a grant proposal by Coates for the State of Idaho.

The ITRC worked with Ben Hazlett of the CSED Department to convert a prerecorded video to streaming format for use in his WebCT course.

The ITRC worked with Dave Molitor, coach of the ISU Golf Team, to create copies of DVDs of the team's performances.

The ITRC worked with Barbara Bain of the Kasiska College of Health Professions to convert a series of prerecorded videos to streaming format for use on the college's website.

The ITRC worked with Bob Beauregard of the College of Southern Idaho to convert a series of prerecorded videos to Windows Media format for use in a series of PowerPoint presentations. The ITRC also provided training in the integration and use of these video clips in the presentations.

The ITRC worked with Corwin Sutherin of the Physical Therapy Department in the conversion of a series of prerecorded videos to DVD format. The ITRC created the DVD layout, design, and video conversions.

Program Projects and Partnerships

Assessment Matrix

The course assessment matrix was developed to track a number of course factors including course goals and objectives, methods and technologies used to teach the specific course, how the course was assessed, the instructor's assessment of the course, and any improvements the instructor would like to make to improve the course. The information associated with the courses delivered during fall 2005 has been entered into the matrix. Cheezem is currently reviewing the information and gathering feedback from the instructors.

Nursing Department

The ITRC has divided an FTE position with the Department of Nursing. As part of the TIG initiative of 2005-2006, Cheezem began a half-time position with Nursing to develop a series of online courses for the Nursing graduate program. Cheezem's role is to work with subject matter experts to successfully develop these courses. She also spends half her time doing instructional technology and course design training and implementation for the ITRC.

Dental Hygiene Department

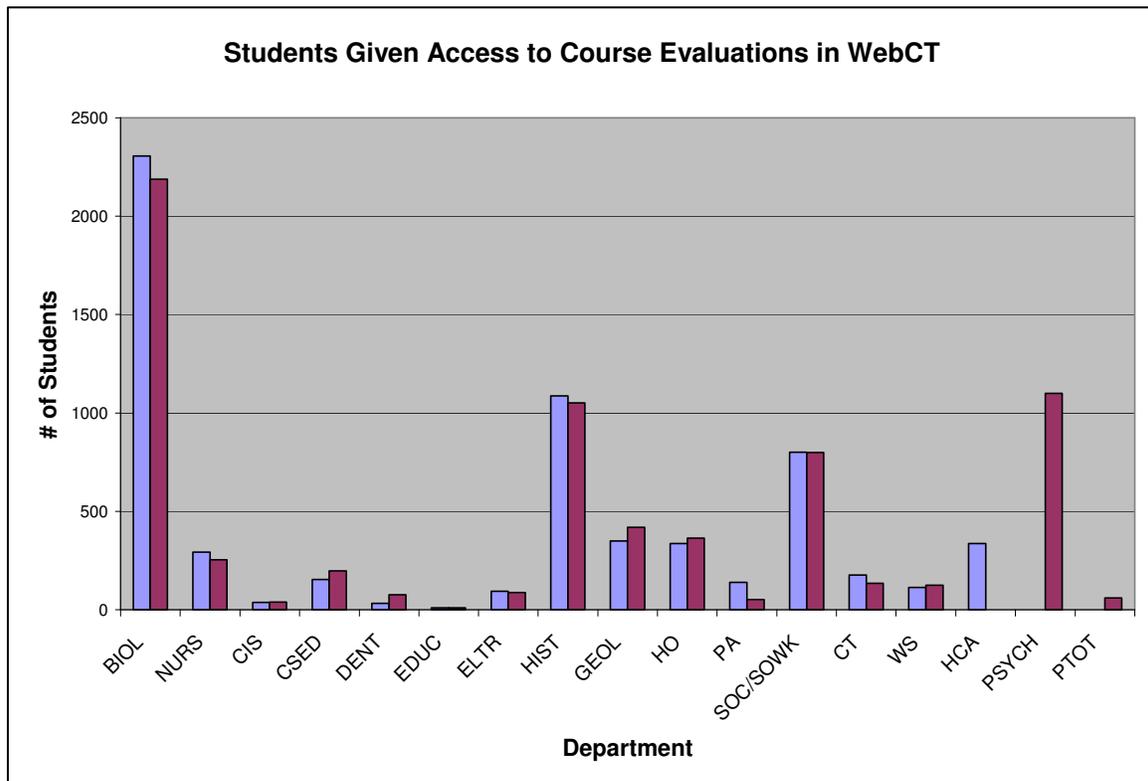
The ITRC has divided an FTE position with the Department of Dental Hygiene. At the end of November, 2004, Shoemaker began a half-time position with Dental Hygiene developing an online Master of Science in Dental Hygiene curriculum. They developed online courses for the fall 2005 and spring 2006 semesters with a total of four courses. Five additional courses will be completed over the next academic year. In addition, Shoemaker spends half-time time doing instructional technology and course design support for faculty in the ITRC.

Partnership with Center for Teaching and Learning

The ITRC has partnered with the Center for Teaching and Learning to help instructors utilize knowledge surveys in their courses. A knowledge survey is an assessment that can be used to evaluate student progress and the success of course objectives. It is an assessment of student confidence in subject matter knowledge prior to and after instruction. The Center for Teaching and Learning and the ITRC assist faculty in the creation and delivery of a knowledge survey. The Center for Teaching and Learning has expertise in the development of knowledge surveys and provides assistance in writing the questions. The ITRC will assist faculty in placing the survey in WebCT or other electronic delivery methods.

Course Evaluations

A number of departments on campus have been working with the ITRC to develop WebCT based course evaluations. These departments include: Biology, Nursing, Health Occupations, College of Technology, Health Care Administration, Geology, Sociology/Social Work, Electronics, Psychology, Center for Teaching and Learning, Dental Hygiene, History, Women’s Studies, Computer Sciences, College of Education, and Communication Sciences. This program has reduced department overhead, simplified the process for department staff, and centralized the collection and administering of course evaluations. A total of 4,917 students were given access to course evaluations in WebCT in fall 2005 and 6,965 students were given access in spring 2006.



CIS Department

The ITRC donated an HP laserjet 8550 color printer for use by Professor Cory Schou in the College of Business.

Geology 409/509

Nancy Glen in the Geosciences Department used the ITRC laptops in conjunction with WebCT to facilitate a distance learning environment in her Remote Sensing class. The laptops were used to achieve a hands-on learning experience in digital image processing using *Environment for Visualizing Images* (ENVI) image processing software. The use of laptops and WebCT allowed Geosciences to teach the class in three different locations with one instructor and one TA. In addition to the laptops and WebCT, Professor Glen utilized Breeze Conferencing to communicate to her students via the web and share program files.

Conferences (participated & presented)

Building and Assessing Students' Critical Thinking Skills

ITRC staff attended this event with speaker Dr. Susan Walcott. The primary goal of this conference was to introduce concepts surrounding assignment and coursework design with the goal of gradually building student competency. Specific examples of assignments, discussion activities, and group exercises were discussed. Other topics included specific methods of assessing student progress and administrative issues concerning curriculum development.

ePortfolio

This conference was attended by Cheezem and Paul Hathaway of International Studies. The conference addressed the ePortfolio™ software offered by Chalk and Wire. The conference incorporated an introduction to eportfolios, suggested uses of eportfolios by the various stakeholders, suggested ways to transition to the use of eportfolios, and some ways to fund the eportfolio software purchase. In addition, the conference also delivered training for their specific software, and included a hands-on session with the software.

DevLearn Conference

This conference, attended by Cheezem, focused on elearning and the development of elearning. It offered several tracks of concentrated information to the attendee. Cheezem attended several interesting sessions, but the sessions that she felt were most helpful to the ITRC involved Flash Training and development, audio management and development, and using content specific interactions in courses.

WebCT Impact 2005: 7th Annual WebCT User Conference

Staff from the ITRC attended and presented at the July 2005 WebCT conference in San Francisco, CA. Stamm and Shoemaker presented a paper titled Group Activity Planning - The Next Generation which focused on using the ITRC Group Activity Planning (GAP) Guide. <http://www.webct.com/2005>

Using Learning Objects to Promote Engagement in the Classroom

Jaclyn Zanghi, Marywood University - ITRC staff participated in this web event.

ISU Employee Recognition Week

Lee, Spall, Cheezem, and Stamm participated in this event—a series of workshops provided to ISU employees free of charge. The ITRC conducted workshops on Microsoft Word, Excel, PowerPoint, and Dreamweaver web-page development.

4th Sakai Conference with Open Source Portfolio

Spall and Darl Bennett of ITS attended Deep in the Heart of Sakai, the 4th semiannual Sakai Conference in Austin, Texas. The conference allowed the ITRC and ITS to investigate the potential adoption of Sakai at ISU, a Collaboration and Learning Environment for higher education, and Open Source Portfolio, the leading non-proprietary open source electronic portfolio software.

NW/MET (Northwest College and University Council for Management of Educational Technology), Moscow, ID

Michael Spall, Jim Dalley, and Blake Beck of ETS attended Bridging the Old and New: Creative Ways of Supporting Education, the NW/MET 2006 Conference. The Northwest Managers of Educational Technology Conference is the premier meeting in the region for educational support professionals. It allowed ETS to learn about new developments in learning management systems and distance learning technology.

Moodle Moot NE 2006, Byfield, MA

Spall attended Moodle Moot NE 2006. This conference allowed the ITRC to further explore the adoption of Moodle at ISU. The conference provided both well developed pedagogical examples as well as technical details for supporting Moodle. The highlight of this conference was the ability to discuss development ideas with Martin Dougiamas, the creator and lead developer of Moodle. He also gave 4 different presentations, explaining the genesis and current state of Moodle, the roadmap of where Moodle is headed, Moodle developments worldwide, and how to become a developer in Moodle.



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