ANNUAL REPORT 2004–2005

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 Information Technology Services 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, digital 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 Production Lab

The computers in this area consist primarily of 7 Dell Optiplex GX270 Pentium 4 - 2.6Ghz machines, purchased in June of 2003. These machines are equipped with the following main software applications:

- Windows XP Professional OS
- Macromedia Studio MX 2004 Suite
  Dreamweaver, Fireworks, Flash, Freehand
- Microsoft Office XP Standard
  Word, Powerpoint, Excel
- Adobe Acrobat 5 (Full Version for creating PDF's)
- Netscape 7.1
- Respondus
- QuickTime 6.5
- RealOne Media Player
- Windows Media Player 9
- Winzip 8.1
- WSFTP

Also available are scan and print peripherals with the digital lab's 11 computers 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
- Canon ZR10 Digital Video Camera

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 6 Micron Celeron 1.4Ghz machines, 6 Dell Dimension 4100 Pentium 3 - 1.0Ghz computers, and 2 Compaq Deskpro EP Pentium 2 - 400Mhz computers. The Micron and Dell computers are running the same software as in the Drop-in lab computers. The primary difference with the older Compaq machines is that they are running Windows 2000 as the operating system, yet run the same software application programs as the other machines. The ITRC is planning on upgrading this lab in fall of 2005.

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

- Integrity at a Distance: Reducing Cheating in Online Tests
- A.C.T Now – WebCT Course Design Institute*
- Creating Online Group Activities*
- Instructional Design Tips for Teaching Live Online*

WebCT
- A.C.T Now – WebCT Course Design Institute*
- Adding Students to a WebCT Course
- Creating Online Group Activities*
- Custom Icons in 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
- WebCT Student Management
- WebCT Communication Tools

Equipment
- Digital Camera Basics
- Digital Video Basics
- Teaching with a SMART Board™
- LCD Projector Basics

Web Development
- Graphics with Fireworks
- Introduction to Dreamweaver
- Scanning Course Materials
- Streaming Media for the Internet
- Updating and Editing Web Pages with Dreamweaver*
- Cascading Style Sheets in Dreamweaver

Microsoft Excel
- Introduction to Microsoft Excel
- Grading in Excel*

Microsoft PowerPoint
- Create Basic Presentations with PowerPoint
- Enhancing PowerPoint Presentations
- Narrating PowerPoint
- Poster Design with PowerPoint
- Creating Graphs, Tables, and Charts in PowerPoint*

SunONE Calendar
- Introduction to SunONE Calendar Express “My Calendar”

General Topics
- Advanced Web Design Topics

*indicates workshops that have been added since July 1, 2004

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 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 and advising for academic web design and development; and 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 PC 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.

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.

Dr. Terry Lay: Faculty Coordinator of Instructional Technology (Fall 2004)
Office: (208) 282-2180
Terry is a faculty member from the Mathematics Department where he has taught since 1980. He was the Faculty Coordinator from 1999 until the Fall of 2004. He received his Ph.D. from the University of Tennessee, with other graduate work at the University of Oklahoma and Oklahoma State University.

Technology Production Assistants

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Graduate Assistant

Aaron Stevens
October 2004-present
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Grants

ISU's eLearning Project Initiative

2005 to 2008

State Board of Education's Idaho Technology Incentive Grant (ITIG), eLearning Project is expected to demonstrate how the planned 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 will support the sustainability of the technology-strengthened courses beyond the term of the grant.

The grant will focus on instruction in the health professions, new and continuing General Education goal classes, and mission-critical courses. These may involve, but are not limited to, fully online course development and deployment. Additionally, the eLearning Project seeks 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) receives 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 will also develop and integrate outcome and assessment practices consistent with curricular and program goals. Project participants will take part in periodic seminars designed to share insights and showcase effective approaches.

Virtual Idaho Museum of Natural History

2004 to 2006

The ISU Media Center, 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 is 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.

ISU will use ITIG funds to help faculty conceptualize, design, test, and implement technology-strengthened gateway courses. Individual projects will be proposed by host departments and involve several faculty. Projects will progress through three phases of development with each phase expected to last about one year. The emphasis will be on quality, rather than quantity and special attention will be 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 is 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 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 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 is 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. Proposals must 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 to be considered could include, but are not limited to, creating interactive exercises for a course, converting videos to digital media for integration into a course, or digitizing slides and placing them on the web.

Computer Systems Advisory Committee (CSAC) Supplemental Academic Computing Fund

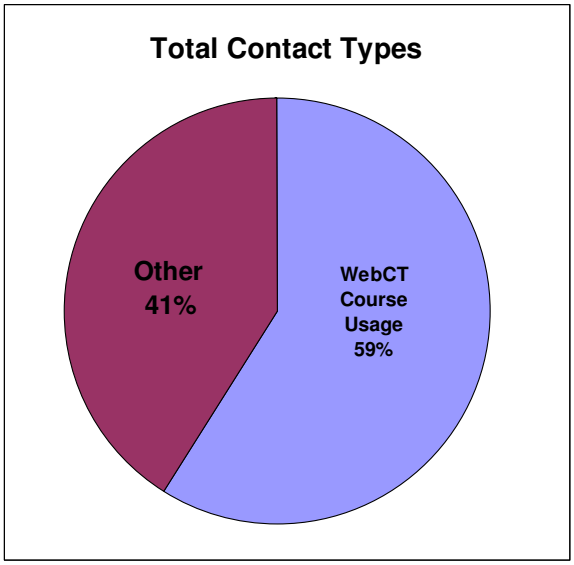
1995 to 2005

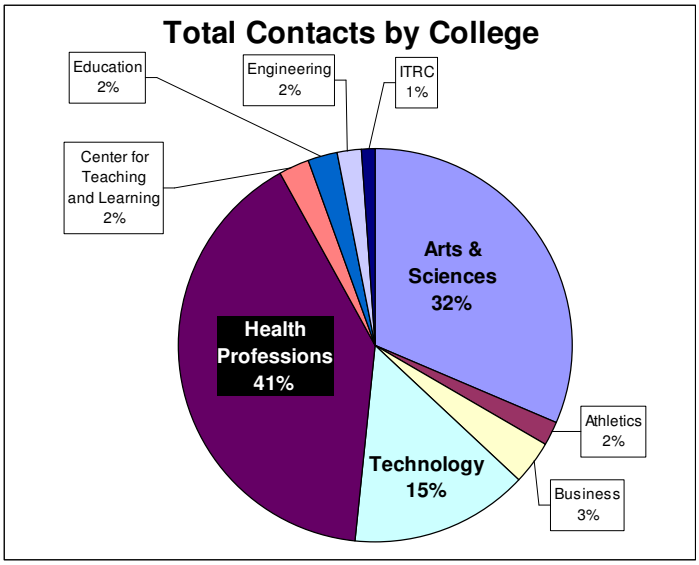
The Supplemental Academic Computing Fund was created for the primary purpose of ensuring every ISU faculty member has a computer available on her/his desk. However, peripheral equipment is also eligible if it is needed to support ISU office-type responsibilities of faculty. Randy Stamm at the ITRC is a member of the Computer Systems Advisory Committee and participates 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 661 faculty members, an increase of 111 from last year, used the sign in sheets upon entering the ITRC labs.

WebCT Usage

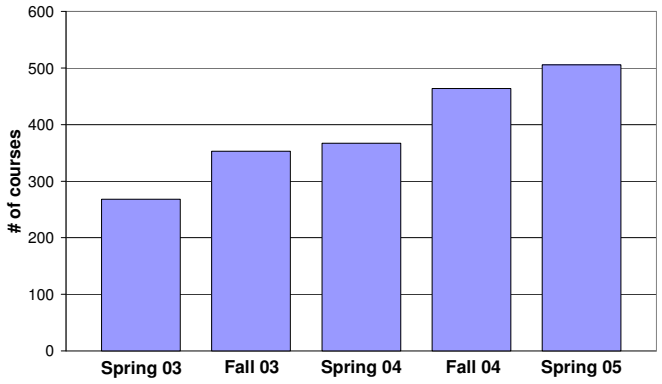
A total of 464 WebCT course sites (See Table) were used during fall semester (2004) and 506 were used during the spring semester (2005). This represents a 27% increase in WebCT course sites since last spring. A total of 19,942 student seats were occupied in the fall 2004 semester and 20,341 student seats in WebCT existed in the spring 2005 semester (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). This represents an 18% increase in student seats occupied since spring 2004. The proportions of course sites and student seats broken down by colleges are shown below in the figures. The spring 2003 and spring 2004 semesters are included in the tables to show increases in WebCT use in the past two years.

Total WebCT Offerings by Semester

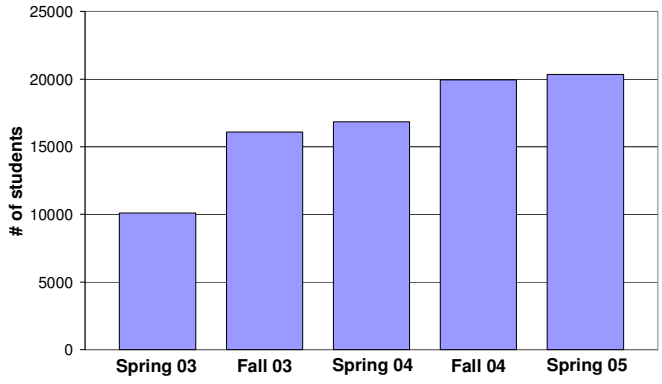
College	Spring 2004		Fall 2003		Spring 2003	
	Courses	Student Seats	Courses	Student Seats	Courses	Student Seats
Arts and Sciences	167	10916	170	10642	105	5777
Health Professions	96	2946	89	2589	90	2385
Business	18	613	23	794	6	264
Education	30	704	31	968	34	843
Engineering	0	0	0	0	1	13
Pharmacy	1	56	2	121	4	227
Technology	45	1043	30	796	23	516
Other	10	569	8	175	5	80
Total	***367**	****16845**	***353**	****16085**	***268**	****10105**

College	Spring 2005		Fall 2004		Spring 2004	
	Courses	Student Seats	Courses	Student Seats	Courses	Student Seats
Arts and Sciences	245	12953	217	12978	167	10916
Health Professions	44	1960	22	1202	96	2946
Business	101	2825	96	2762	18	613
Education	50	1063	68	1666	30	704
Engineering	44	992	43	941	0	0
Pharmacy	0	0	2	72	1	56
Technology	8	188	4	43	45	1043
Other	14	360	12	278	10	569
Total	***506**	****20341**	***464**	****19942**	***367**	****16845**

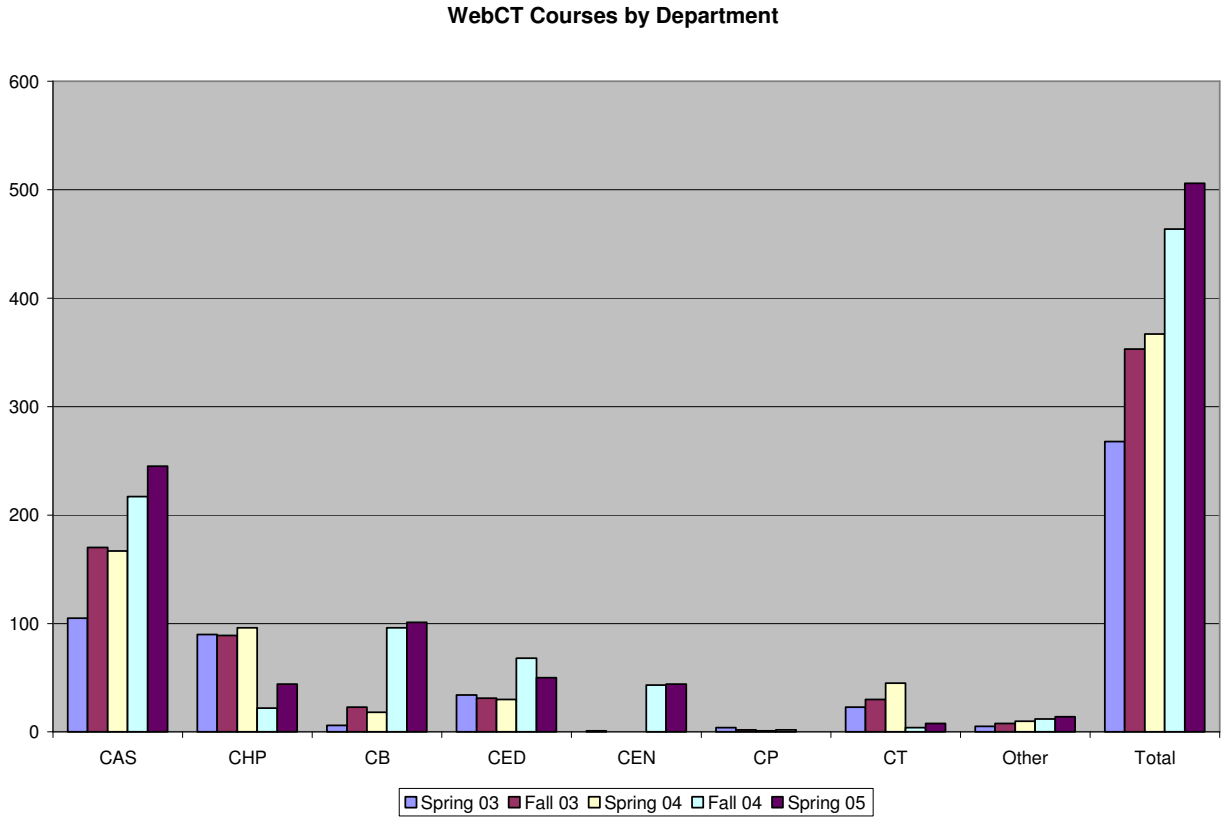
**Course totals indicate unique course numbers (e.g. SOC101) utilizing WebCT.*
*** Student Seat totals may reflect students enrolled in multiple courses.*



Total numbers of active WebCT courses by semester.



Total number of student seats in active WebCT courses by semester.



Distribution of active WebCT courses across departments for Summer 2004, Fall 2004, and Spring 2005 semesters.

WebCT Course Category

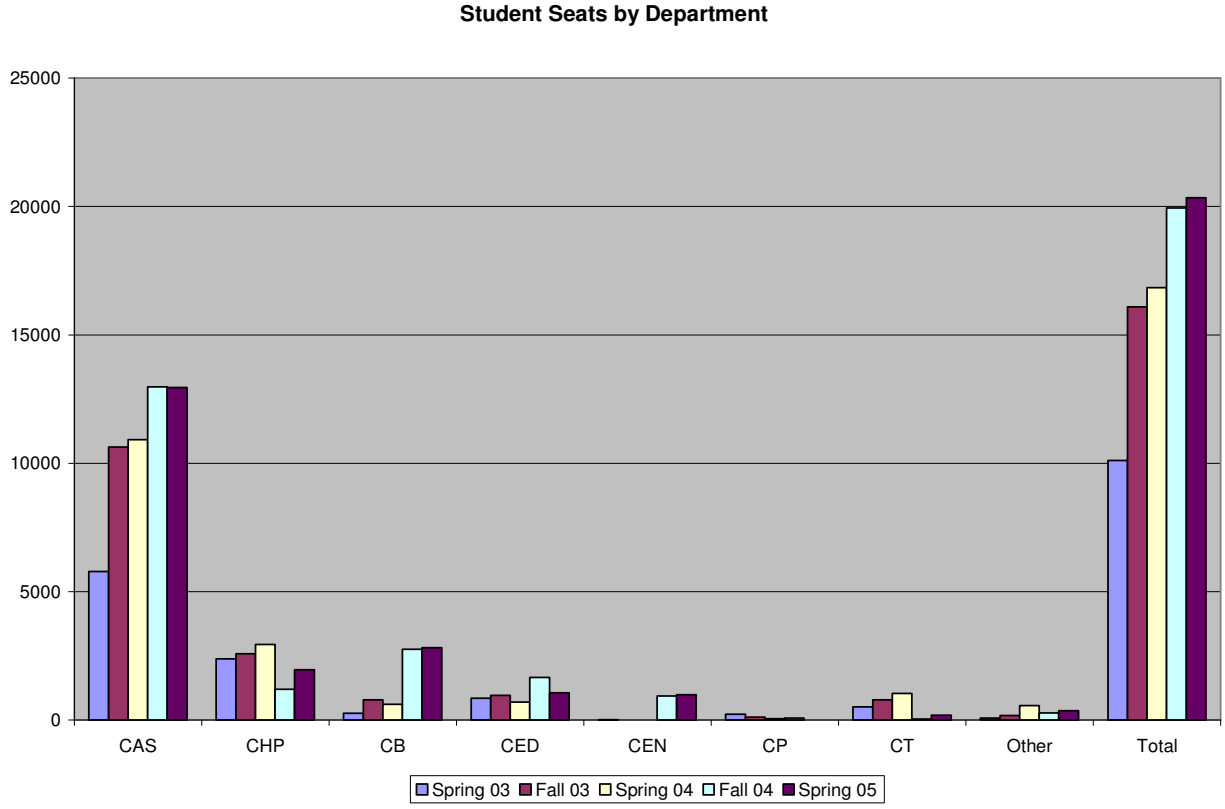
Type	Semester	Course Numbers
Fully Online	SPRING 2005	*44
Online Components	SPRING 2005	*462
TOTAL		*506

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

Course Index Category

Type	Semester	Course Index
TOTAL	SPRING 2005	*925

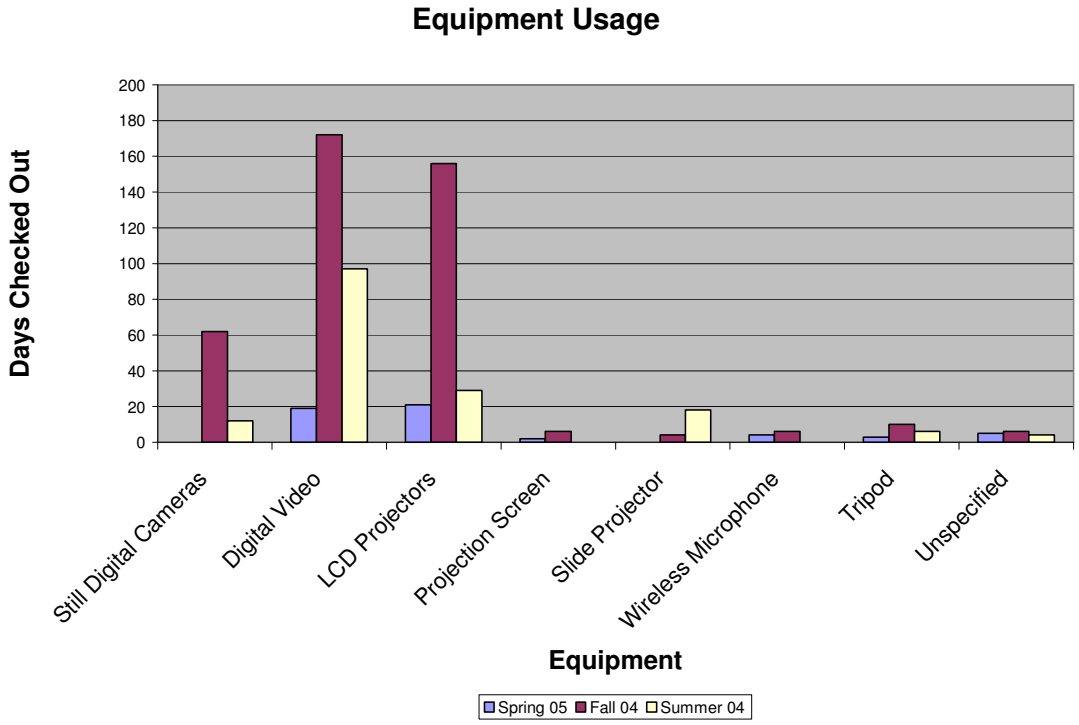
**Course totals indicate unique course index numbers associated with WebCT Courses.*



Distribution of student seats in active WebCT courses across colleges for Spring 2003, Fall 2003, Spring 2004, Fall 2004 and Spring 2005 semesters.

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 2004, fall 2004, and spring 2005 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 2004-2005 school year, a total of 526 laptops were checked out for a total of 129 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.

Gateway Grant Funded Course Projects

- ART 100 The Art Department began working on an online component for the ART100-Survey of Art course in the Fall 2003. This course provides general education requirements to understand the creative processes, aesthetic principles, and historical traditions of the fine arts. Art instructors spent time in the ITRC scanning images and developing/delivering WebCT components (Syllabi, Discussions, Quizzes) for the fall semester of 2003. The feedback gathered during the fall semester provided direction for the fully online course, which was delivered in the Fall 2004 semester.

- BIOL 101 Biological Sciences is a gateway course intended to help students enrolled in online degree completion programs. This course uses online instruction and face-to-face class meetings with the lecture component being delivered using a combination of two-way video conferencing and online tools. The lab portion of the course is completed online and in on campus lab sessions. In addition to lecture and lab coursework, WebCT is used by students to submit quizzes, exams, and assignments online while the discussion, email, and chat tools are used to facilitate class interaction. This course allows students to reduce the time they spend on campus by providing a large portion of instruction online with WebCT.

- COMM 101 Principles of Speech Communication is a gateway course that is offered every semester. For Summer 2004 one section of COMM 101 was primarily a WebCT online course with three live speeches delivered by students on campus. WebCT was utilized for communication via email, discussion groups, and chat with students submitting quizzes and exams online. In Fall 2004 the course will be offered for 3 credits instead of 2 credits because of changes in the academic program. The ITRC assisted with redesigning the course to fulfill the 3 credit hours.

- ECON 201 and 202 Macroeconomics and Microeconomics are large gateway education courses offered every semester. The economics department has committed to converting some sections to fully online courses. WebCT has been utilized as the primary means to provide lectures, notes, and communication with professors and other students. These two courses were offered in the online format for the first time in Fall 2004.

- ENGL 101 English Composition and 102 Critical Reading and Writing are gateway courses that serve the University's General Education Goal 1 requirement; ENGL 110 Introduction to Literature is a Goal 7 option. All three of these courses were offered in entirely online sections during FY 2004, with two sections of ENGL 101, two of ENGL 102, and two of ENGL 110 provided in the course of the year. 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. Resources created for these sections was subsequently posted to a departmental server for use by follow-on instructors of online courses and also to provide alternatives and materials that can be used in face-to-face or hybrid sections. Five of the six online sections were taught by professorial faculty (with the sixth offered on a parallel track by a graduating doctoral student who is now teaching at College of Southern Idaho).

- NTD 239 Nutrition is a Health and Nutrition Science course required for certain health profession majors. Beginning in the fall semester, 2004, sections of NTD 239 will be offered in hybrid format allowing for face to face and online activities through the use of WebCT. Quizzes and exams will be completed using the WebCT quiz tool and the discussion, mail, and chat tools will be utilized to facilitate communication between faculty and students. This course will be offered for the first time in Fall 2004.

- PSYC 101 Introduction to Psychology is a large gateway course offered every semester. The psychology department has been working with the ITRC to provide fully online sections. In addition, WebCT will be utilized for communication via email, discussion groups, and chat; with students submitting quizzes and exams online.

- SOC 101 Introduction to Sociology is a large gateway course offered in several sections every semester. The sociology department has been working with the ITRC to create WebCT courses to be offered fully online beginning fall 2004. In addition to class lectures, WebCT will be utilized for communication via email, discussion groups, and chat. Exams, quizzes, and assignments will be submitted online.

- HIST254-255 The History department developed a hybrid distance learning course in the Spring Semester of 2005. Supporting current compressed video classroom lecture, group assignments were developed in WebCT's discussion tool to promote collaborative learning and critical thinking skills. The course will be offered in the fall 2005.

- DANC201 The Theatre and Dance Department is currently working on a WebCT course that will offer students the opportunity to experience the history of dance. Online motion and still photography will be incorporated into the WebCT environment to demonstrate the artistic motion of dance. This Goal 6 course will be offered in the spring 2006.

- CS181/ENGR181 This course 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. The goal of this project is to develop an online course through

WebCT using streaming video of lectures covering major topics, annotated code examples, and runnable interactive code. 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.

- DENT201 is a required course for students seeking a bachelor's in Dental Hygiene. The goal of this grant was to offer an online version of DENT201 to service students in rural Idaho and offer the instructor an introduction to the online teaching environment. The course was designed and implemented with two courses in consecutive semesters. The first course, offered fall 2004, is a hybrid course where online activities in WebCT take the place of some face-to-face time. WebCT is used to deliver course materials such as the syllabus, instructor-developed course materials, weekly announcements, study questions, and library e-reserves. Assessments are administered through the WebCT quiz, discussion, and assignment tools. The second course, offered spring, 2005, is fully online. WebCT use was increased to include all course assessments using the quiz, discussion, and assignment tools. The instructor also included streaming video lectures and interviews of dental hygienist professionals.

- CSED The ITRC has been helping to digitize and scan materials for the ten course pre-professional program sequence required by students wishing to enter the Speech Language Pathology (SLP) master's degree program from fields other than SLP. The program has been proposed as a means of allowing school districts and health care centers to develop SLP professionals within their community setting. Beginning spring, 2005, this 10 course sequence is being developed into an online curriculum to be delivered through WebCT beginning fall semester, 2006. The ITRC is providing instruction design and technology support as the courses are developed.

As a result of the Gateway project, the ITRC has been able to utilize the procedures and capabilities it has developed to support faculty in developing courses not funded by the Gateway 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 and Fall terms (2004) the ITRC worked with Rosemary Brown of the Practical Nursing Department. The ITRC converted a series of 19 prerecorded videos into streaming video format. These videos were also converted into a DVD format, and DVDs were created for distribution to students that were restricted to dial-up internet connections in rural locations.

The ITRC worked with Bill Broadnax of the Physician's Assistant program to convert a series of 21 prerecorded DVDs to streaming format for use in the PA Didactic WebCT course for instructional use.

A series of promotional videos were created for Tony Seikel of the CSED Department. The videos were filmed, edited, and produced by the ITRC. These videos were then converted to streaming format for distribution through the CSED Department's website. The videos were also converted to formats for use through a CD-Rom to be distributed.

The ITRC worked with Karen Mansfield-Blair of the Psychology Department in Fall 2004. A series of eleven prerecorded videos were converted for Internet streaming in the online Psychology course. The ITRC also worked with Mansfield-Blair in the production and editing of a series of training videos, instructing students how to properly access and complete surveys in the online Psychology course. These videos were then converted to streaming format.

In the Fall 2004 term, Sacha Severson was trained in video production, editing, and methods of converting video to streaming formats. Severson was also trained in audio production techniques, media scanning techniques, and the use of WebCT. Severson was then hired by Dr. Carolyn Bunde to help with the Biology Gateway project in Spring 2005.

The ITRC converted a video tape, "Trouble in Utopia," to a streaming format for Rudy Kovacs of the Art Department. Because of the age of the video, extensive editing and color correction had to be done so that the film would be viewable on the Internet.

The ITRC assisted Cyd Crue of the Sociology Department translate prerecorded video into two separate DVDs. The ITRC created the DVD layout, design, and video conversions for both *Coming to Light* and *Exploring Humanitarian Law* videos. The DVDs were then distributed to the students of the online Sociology 101 course for viewing.

The ITRC went through a process of archiving the Helix Streaming Server. Professors utilizing streaming media were contacted about streaming media usage for the semester. The ITRC archived a total of approximately 18 GB of video from the Helix server onto DVDs, and the videos were removed from the server to free up space. The streaming media request is part of the WebCT course request/renewal web form that is distributed at the end of each semester.

Throughout Spring 2005, the ITRC worked with Meg Long of the Dental Hygiene Department. The ITRC worked with Long to film, produce, and edit a series of three instructional laboratory videos for the Dental Hygiene online course. These videos were converted to streaming format for use in the online course. The ITRC also worked in conjunction with Long on the conversion of a series of five prerecorded interview sessions to streaming format. The ITRC provided video editing and color correction techniques to those series of videos.

The ITRC worked with Cheryl DenHartog of the Practical Nursing Program to convert a series of eight prerecorded training videos to streaming format for the WebCT Course, PNUR133L, IV Laboratory Techniques.

The ITRC worked with Sylvia Rife of the Practical Nursing Program to convert a series of six prerecorded training videos to streaming format for the WebCT Course, PNUR141L, Phlebotomy Laboratory Techniques.

The ITRC worked with Bernadette Howlette of the Physician's Assistant Department in the conversion of a prerecorded video to streaming format for a guest training for Nursing 639. The video was then linked into 5 different Nursing WebCT courses, for use by the students in the 639 course.

The ITRC provided Nancy Frank, an instructor of Child Development in the College of Technology, with support in developing a series of three narrated online lectures for her WebCT course. The instructor recorded narration and combined it with a PowerPoint presentation using the Impatica program to create a streaming format.

The ITRC worked with Deanna Dye and Kim Cleary, instructors of Physical Therapy, to develop a series of eleven narrated online lectures for their WebCT courses. The ITRC provided staff and equipment so the instructor could record narration for a PowerPoint presentation. The audio files and the presentation were then combined into a streaming format using the Impatica program.

The ITRC worked in conjunction with Sarah McCurry, head of the Foreign Language Department's language lab, to develop a series of short audio recordings to be used in an online proficiency exam. The ITRC provided staff and equipment so that a series of seven short vignettes could be recorded. The ITRC then edited the audio clips together, to make cohesive conversations between actors that were recorded at separate times. The audio clips were then converted to streaming format for use in the online exam. Mark Lee of the ITRC developed the online forms used to collect data from the webpages.

The ITRC provided Sue Schou, an instructor of Statistics in the Business Department, to develop a series of five narrated online lectures for her WebCT training course. The ITRC provided staff and equipment so the instructor could record narration for a PowerPoint presentation. The audio files and the presentation were then combined into a streaming format using the Impatica program. The ITRC also worked in conjunction with Schou to record a series of online video training sessions for students using video screen captures from a computer. These videos were then converted to streaming format for use in Schou's WebCT course.

The ITRC provided Tom Hallaq, an instructor in the Mass Communication Department, to record a series of online video training sessions for students using video screen captures from a computer. These videos were then converted to streaming format for use in Hallaq's WebCT course.

The ITRC worked with Pete Coates 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.

Jim Creelman worked with ITRC staff to video tape and produce DVDs of his various presentations to be used at a national Physical Therapy seminar. Also DVDs were produced for a training video of his students using Physical Therapy maneuvers. They will be used in future courses.

The ITRC worked with the Distance Learning Center to develop a training video for distance learning technicians. The Distance Learning Center was provided with equipment and staff for the editing and creation of the video.

The ITRC worked with Ken Bosworth to convert two prerecorded lectures into DVDs for distribution.

Program Projects and Partnerships

Associate of Science RN

ISU has been working on development of an Associate of Science – Registered Nurse Degree (ADN). The work has resulted in approval by the Idaho Board of Nursing to begin work and start a "pilot program" beginning Fall 2004. This program will be completed through the College of Technology Health Occupations Department. The degree will be taught using a combination of online learning and video conference classrooms. Currently, the ITRC is working with departments teaching ADN general education courses so students can also meet their prerequisite courses at a distance. This project is funded under a Federal Workforce Investment Act Grant.

Dental Hygiene Department

The ITRC has divided an FTE position with the Department of Dental Hygiene. At the end of November, 2004, Kelly Shoemaker began a half-time position with Dental Hygiene develop an online Master of Science in Dental Hygiene curriculum. They are developing three online courses for the Fall 2005 semester with a total of nine course that need to be developed over the course of two years. Kelly's role is to work with subject matter experts to successfully develop these courses. He also spends half his time doing instructional technology and course design training and implementation for 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, and Communication Sciences. Currently, the ITRC and the departments of Psychology and English/Philosophy are developing WebCT sites to possibly aid the department in its administration of Course Evaluations. This program has reduced department overhead, simplified the process for department staff, and centralized the collection and administering of course evaluations.

PA Program
Bernadette was hired by the PA Program to address their needs relating to instructional design, online learning, program evaluation, and teaching research. She worked with the PA Program for three years prior as an ITRC consultant, increasing the time spent on projects each year. By year three, the PA Program hired Bernadette from the ITRC to get dedicated instructional design support to meet their growing needs relating to Instructional design.

Conferences (participated & presented)

Syllabus 2004 11th Annual Conference and Exhibition
Randy Lee Stamm, Instructional Technologist, and Bernadette Howlett, Instructional Designer, attended the Syllabus 2004 11th Annual Conference and Exhibition focusing on the use of technology in higher education. Agenda items included a presentation titled 'Instructional Design That Fits Online' focusing on "Analyze, Create, and Teach Design"; a model designed by the ISU ITRC that guides the course creator through a pre-described design template allowing different layers of online involvement to be developed. http://www.sonicfoundry.com/solutions/syllabus.asp

WebCT Impact 2004: 6th Annual WebCT User Conference
Staff from the ITRC attended and presented at the July 2004 WebCT conference in Orlando, FL. Randy Stamm presented a paper on designing group activities in online courses that benefit learning objectives and fit the instructor's pedagogy. http://www.webct.com/2004

EDUCAUSE Live
The ITRC staff participated in EDUCAUSE Live, a series of free, hour-long interactive Web seminars on critical information technology topics in higher education. The seminar was given by Dave Lambert and the topic covered "Collaborative Open Source Software: Panacea or Pipe Dream for Higher Education?" Issues critical to assessing the long-range impact of open source software on campus systems were presented and discussed.

ITRC Special Events

In addition to usual project help, the ITRC provide special training opportunities for our faculty. These events expanded the ITRC's understanding of the interests and needs at ISU, and provided opportunities to see and hear about technologies and services currently used on campus. Departments may request a visit by contacting the ITRC.

Music Department

The ITRC met with the music department faculty on December 9, 2004 to discuss how they use technology in their courses and discuss ways technology might improve their courses. A short presentation was also given on the features of WebCT

3-D Scanning

The ITRC held an open house where interested individuals could see the newest laboratory at ISU – dedicated to the three-dimensional scanning of specimens and the building of virtual models. Two new laser scanners, an articulating arm digitizer, and the specialized software used in the laboratory were demonstrated to show how cutting edge technology can be used to generate accurate models for use in archiving data, doing research in a broad range of areas from robotics to functional morphology, and for use in teaching and other types of outreach.

Communication and Rhetorical Studies

The department of Communication and Rhetorical Studies provided incentive money (TIG funding) for three faculty members to develop WebCT skills and prepare course materials for the fall 2005 semester. Each faculty member identified a course in which to offer WebCT course content or collaboration activities. This two-week training event was achieved in June of 2005.