ANNUAL REPORT 2006–2007

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 one Macintosh iMac. 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
- Panasonic Multimedia LCD Projector
- Toshiba LCD Data Projector
- One 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

- Learning Objects

Moodle
- Moodle ISU in Action*
- Making the Switch*
- Grading with the Moodle ISU Gradebook*
- Adding Resources to Your Moodle ISU Course*
- Moodle ISU "Hands-on" Lab*
- Creating Tests in Moodle ISU*
- Using Moodle ISU Forums*

WebCT
- Calculating Grades in WebCT
- Posting a Syllabus in WebCT
- WebCT 101, Your First Semester with WebCT
- WebCT Grading
- WebCT HTML Editor
- WebCT Quizzes with Respondus
- WebCT Glossary Tool*

Equipment
- Digital Camera Basics
- Digital Video Basics
- Scanning Course Materials
- Teaching with a SMART Board™

Web Development
- Macromedia Captivate*
- Flash Basics
- Introduction to Breeze Presentation
- Introduction to Dreamweaver

Microsoft Excel
- Introduction to Microsoft Excel
- Grading with a Spreadsheet

Microsoft PowerPoint
- Converting PowerPoint Files to PDF
- Create Basic Presentations with PowerPoint
- Poster Design with PowerPoint

General Topics
- Copyright, Fair Use, and Teaching
- Moodle Overview

*indicates workshops that have been added since July 1, 2007

About US

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Full-time Staff

Ann Adamcik: LMS Administrator

Ann is a software engineer with over 18 years of experience in software development, user-interface design, and web technologies. Her responsibilities with the ITRC include implementation, support and customization of ISU's Learning Management System. Ann received a B.S. in Computer Science from Sonoma State University in California. She spent several years with Sun Microsystems developing desktop applications and contributing to the Mozilla Open Source project before relocating to Idaho and establishing a freelance business, IndigoPear Web Development. Ann is a champion for both the Open Source software model and Standards-driven web development.

Dr. Kregg Aytes: Faculty Coordinator of Instructional Technology

Office: (208) 282-3983
Kregg Aytes is a faculty member in the Computer Information Systems Department in the College of Business. He has been at ISU since 1993. Kregg has a strong commitment to ISU and is interested in helping faculty improve student learning through the appropriate use of technology. He is particularly interested in helping others find ways to collaborate more effectively.

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.

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.

Jared Schaalje: Instructional Technologist

Office: (208) 282-4309

Jared Schaalje is a Senior Instructional Technologist at the ITRC. Prior to coming here, he worked in industry (primarily health-care) as a web-based instructional designer and developer. He holds 2 master's degrees - one in Instructional Technology and another in Instructional Design for Online Learning. Jared's primary interests are in developing high quality instruction in a short amount of time, building hands-on simulations that help learners acquire complex cognitive aptitudes, and constructing critical thinking test questions. He is very excited to be a part of the ITRC and a part of ISU.

Michael Spall: Senior Instructional Technologist

Office: (208) 282-4557

Michael Spall, Senior Instructional Technologist is responsible for design, development, and production of curricular materials to support ISU faculty and staff. He has helped to maintain the LMS and other ITRC servers. Through his work in support of the initial pilot of ISU eLearning, Michael has become actively involved in the Moodle community, helping resolve issues and contributing code. He also helps train faculty and staff in the use of educational technology and best practices in the delivery of online content.

Randy Stamm: eLearning Coordinator

Office: (208) 373-1744

Randy Stamm, eLearning Coordinator, provides leadership and direction for web-based distance education efforts 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 instructional design support of web-based instructional technologies. 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 web-based and classroom distance education activities.

Ana Thompson: Instructional Technologist

Office: (208) 282-3954

Ana has over 10 years of experience in information systems, customer support, management, and over 4 years in online course design, creation and support. She is also a former Instructional Technology Assistant at the ITRC. Ana oversees the ITRC lab area, supervising student employees, and works with the ITRC team in supporting online course delivery systems. She received an Associate of Science in Computer Science from Western Wyoming Community College, a Bachelor of Science in Business Information Systems and Management from Utah State University, a Master of Science in Information Systems from the University of Phoenix, as well as training in system administration, help desk support, ecommerce, videoconferencing and database management. Ana was previously employed by the ISU Credit Union’s IT department as the Systems Operator, and by Western Wyoming Community College as the Internet Course and Videoconferencing Specialist.

Technology Production Assistants

Laird Duncan
January 2003 - August 2006
dunclair@isu.edu

Andrew Lovelace
February 2004 - July 2006
loveandr@isu.edu

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February 2004 - July 2006
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January 14 - March 14, 2007
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Instructional Technology Assistants

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May 2007 – Present
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November 2005 - Present
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Graduate Assistant

Aaron Stevens
October 2004 - May 2007
stevaaro@isu.edu

Grants

ISU's eLearning Project Initiative – 2nd Year

2006 to 2007

State Board of Education's Idaho Technology Incentive Grant (ITIG) eLearning Project Initiative (Year 2) was separated into individual grants. The ITRC received funding through several departmental granting opportunities:

- Dental Hygiene - Integration of the E-Portfolio into the Health Professions Curriculum to Enhance Student Learning
- CSED – Asynchronous Paraprofessional Track in Speech language Pathology –Y3
- PT/OT – Physical Therapy Clinical Management eLearning Project and Development of a Software Application for generating and Assessing Student Use of eCases.

Individual grants 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 enhance teaching and learning in face-to-face and hybrid instructional settings.

The ITRC received funding through the TIG for direct support of course redesign, development, and production activities. These projects are assumed to involve the ITRC, particularly in the instructional design and course development. 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.

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 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

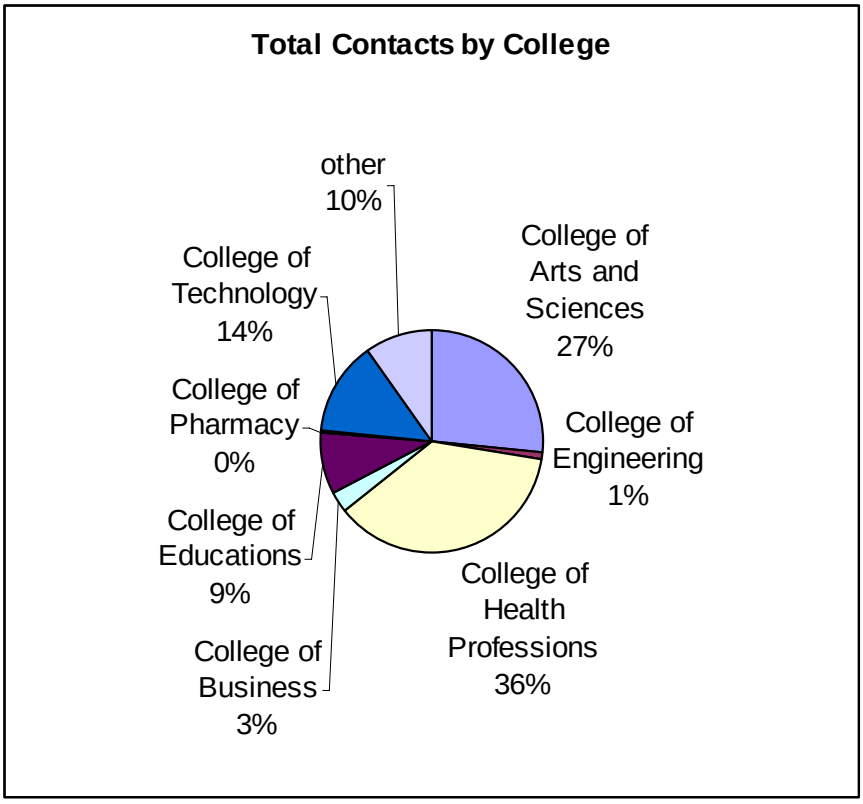
1995 to present

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.

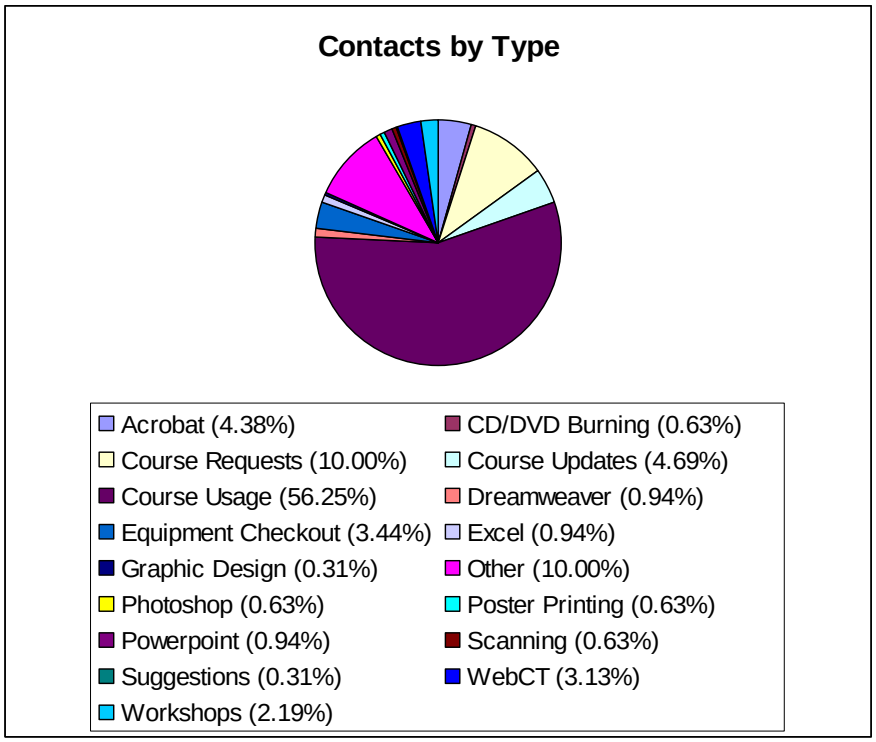
Facility Usage

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 756 faculty members, an increase of 70 from last year, used the sign in sheets upon entering the ITRC labs.



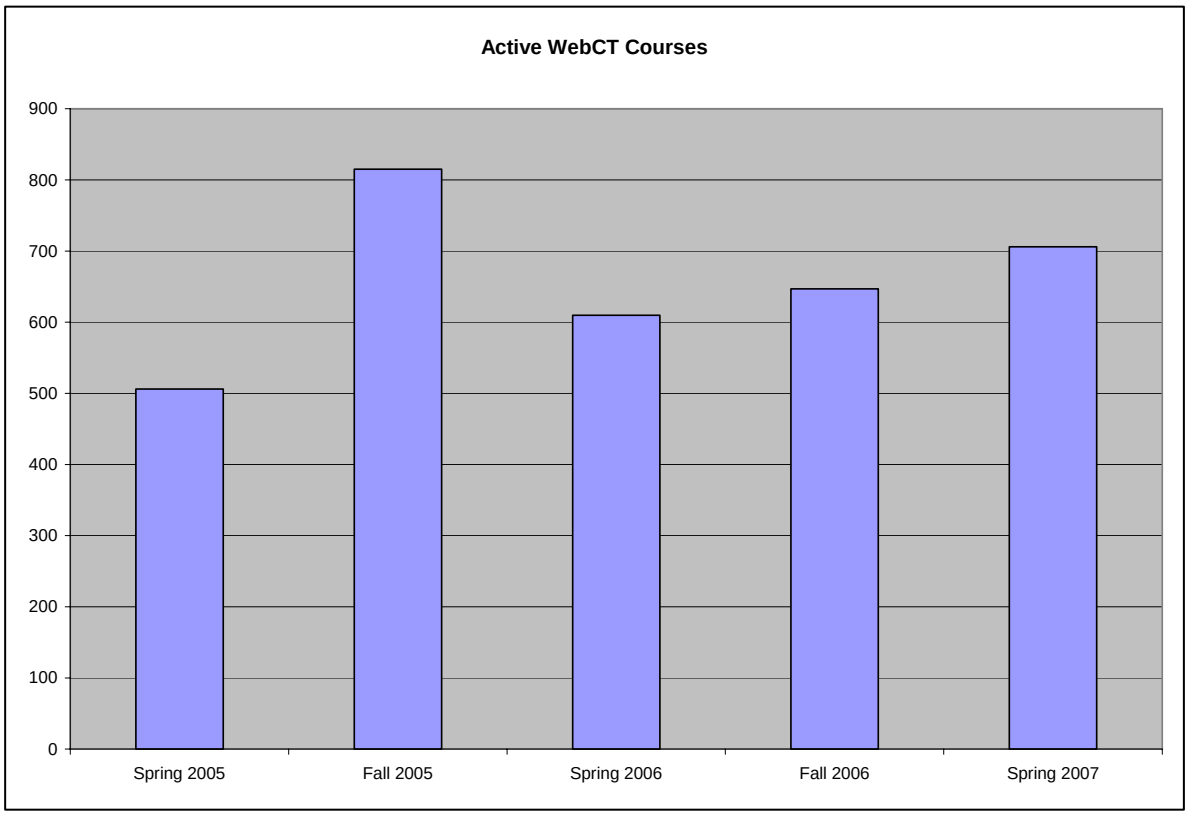
WebCT Usage

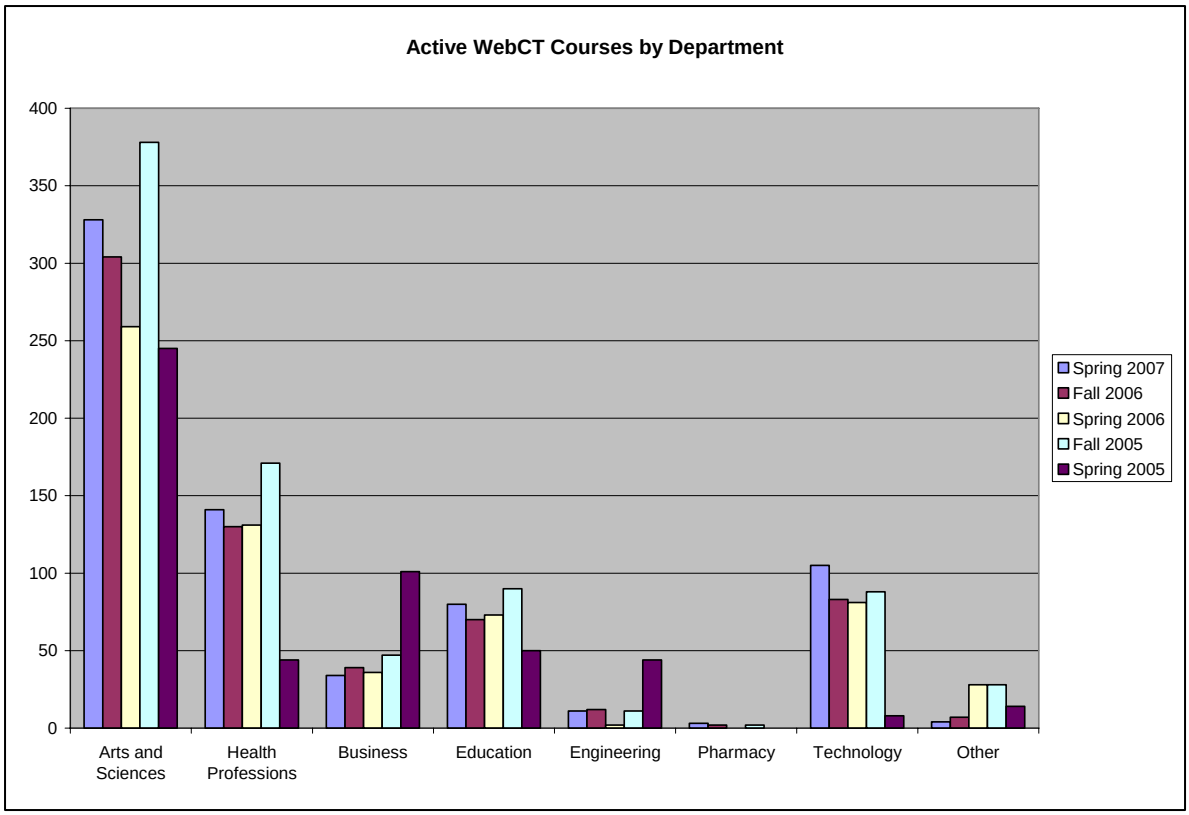
A total of 647 WebCT course sites (See Table) were used during fall semester (2006) and 706 were used during the spring semester (2007). This represents a 24% increase in WebCT course sites since last spring. An estimated total of 11,811 student seats were occupied in the fall 2006 semester and 12,888 student seats in WebCT existed in the spring 2007 semester. This represents an 8% increase in student seats since fall 2006. The proportions of course sites and student seats broken down by colleges are shown below in the table. The 2005 and 2006 semesters are included in the table to show trends of WebCT use in the past two years. While an increase in courses occurred between fall 2006 and spring 2007, the overall trend of student seat growth has remained consistent.

Total WebCT Offerings by Semester

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	50	913	90	1643	50	913
Engineering	2	37	43	785	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**	****11,135**	***815**	****14,877**	***506**	****9239**
College	**Spring 2007**		**Fall 2006**		**Spring 2006**	
	Courses	Student Seats	Courses	Student Seats	Courses	Student Seats
Arts and Sciences	328	5988	304	5550	259	4728
Health Professions	141	2574	130	2373	131	2391
Business	34	621	39	712	36	657
Education	80	1460	70	1278	73	1333
Engineering	11	201	12	219	2	37
Pharmacy	3	55	2	37	0	0
Technology	105	1917	83	1515	81	1479
Other	4	73	7	128	28	511
Total	***706**	****12,888**	***647**	****11,811**	***610**	****11,135**

**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.*


Active WebCT Courses
900
800
700
600
500
400
300
200
100
0
Spring 2005
Fall 2005
Spring 2006
Fall 2006
Spring 2007


Active WebCT Courses by Department
400
350
300
250
200
150
100
50
0
Arts and Sciences
Health Professions
Business
Education
Engineering
Pharmacy
Technology
Other
Spring 2007
Fall 2006
Spring 2006
Fall 2005
Spring 2005

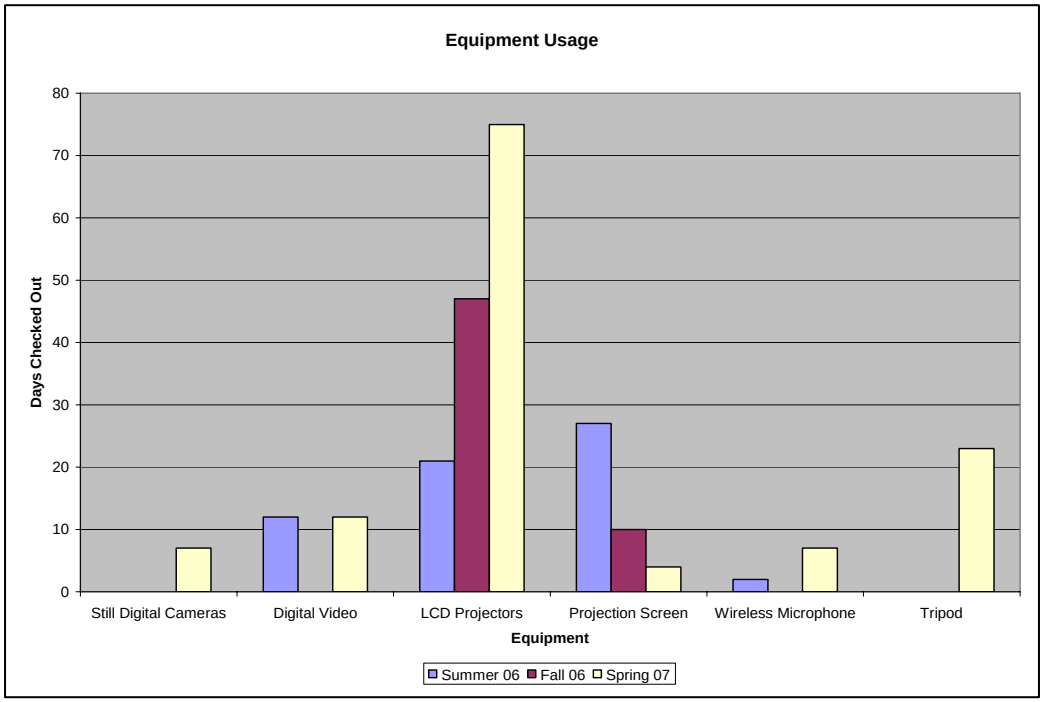
WebCT Course Category

Type	Semester	Course Numbers
Fully Online	FALL 2006	*71
Online Components	FALL 2006	*576
TOTAL		*647
Fully Online	SPRING 2007	*101
Online Components	SPRING 2007	*605
TOTAL		*706

**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 2006, fall 2006, and spring 2007 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 academic year, a total of 639 laptops were checked out for a total of 135 days.

Projects/Partnerships

The ITRC undertakes instructional technology and design projects working in direct partnership with instructors and departments to provide technical expertise, and 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.

Moodle Project

Based on a year-long analysis of ISU's needs and an evaluation of several Learning Management Systems (LMS), ISU has decided to adopt a new system to replace WebCT, our current LMS. The new system, called Moodle, is currently in operation and supported by the Instructional Technology Resource Center. In addition to supporting the use of "traditional" online content and activities in an intuitive, effective fashion, Moodle also offers a wide array of features to support innovative pedagogical techniques. In particular, Moodle excels at providing student-centered, active learning using technology supporting social constructivism learning theory.

A group of faculty, students, support staff, and administrators were selected to evaluate WebCT, Sakai, and Moodle in a series of focus groups during the spring semester of 2006. Based on the data collected from LMS Focus Group Report, the ITRC proposed a full-scale evaluation of Moodle. Faculty members in the academic year 2006-2007 received ITRC support to begin prototyping their courses in Moodle. An LMS survey instrument was designed and integrated into each course to evaluate levels of student and faculty satisfaction with Moodle. An LMS Pilot started evaluating feedback of 20 faculty members and 500 students review of Moodle 1.6 LMS software package in the fall semester of 2006. In the spring semester of 2007, the pilot was expanded to 50 faculty members and 1,200 students.

The goal of the LMS Pilot was to determine if Moodle was a better alternative to WebCT with regard to pedagogical value, financial concerns, support issues, assessment criteria for accreditation, integration with the information technology services, and dependable long-term solutions. The results of the fall and spring pilots have been articulated through qualitative and quantitative measures and are demonstrated in this report. Based on the results of both pilots, Moodle was generally favored by ISU faculty and students in pedagogy and usability.

The ITRC will immediately begin to offer training and provide support for faculty interested in getting started with Moodle. WebCT courses will be migrated into Moodle starting in the summer semester of 2007 and will continue until the expiration of the WebCT license in July, 2008. Faculty may continue to use WebCT, but will not be able to request new courses to follow a graduated disconnect from WebCT. WebCT training will no longer be offered, but migration support will continue until every course has been successfully migrated into Moodle. Starting in the fall of 2008, Moodle course offerings will be the primary web-based teaching and learning environment at ISU.

Course Projects

- **DENT601, DENT605, DENT610, DENT615, and DENT648**. The ITRC hired a new Senior Instructional Technologist, Jared Schaalji, in April of 2007 to replace Kelly Shoemaker. Prior to this time, Shoemaker worked extensively with the Dental Hygiene department to implement an electronic portfolio system (LiveText) and to support online courses for the distance education master's degree program. Schaalji has continued to work with Dental Hygiene faculty (primarily Linda Boyd and Ellen Rogo) to redesign and develop their online courses in Moodle (i.e., ISU's new learning management system). DENT 605 was re-designed and developed in Moodle by Schaalje, and DENT 648 is in progress. All other Dental Hygiene courses (graduate and undergraduate) that utilize online components either in full or in part, will be migrated from WebCT to Moodle. This migration will include significant re-design and updates of existing courses. Electronic portfolio work continues with Dental Hygiene, however, it is now a collaborative effort with the Communication Sciences & Disorders, and Education of the Deaf (CSED) and Physical Therapy and Occupational Therapy (PT/OT) faculty. Additional investigation into electronic portfolios using Moodle will be a constant theme in the next year, rather than the commercial LiveText software.
- **CSED321, CSED330, CSED435, CSED445, CSED603, CSED629, CSED740, CSED670, CSED673, CSED 810, CSED 315, CSED325, CSED335, CSED 341, CSED405, and CSED460.** Schaalje has worked with the CSED faculty to develop online Moodle templates that integrate learning theory and also guide faculty to develop multiple choice questions that ensure testing at every cognitive level of understanding (recall, comprehension, application, analysis, synthesis and evaluation). This template has been finished and will be applied to a large number of the online CSED courses, in order to ensure consistency, rapid production/conversion from WebCT to Moodle, and a high quality learning experience for students. Schaalje has worked with and will continue to work extensively with CSED faculty to convert/re-design ALL existing courses (undergraduate and graduate) from WebCT to Moodle, as well as develop brand new CSED courses in Moodle. He has developed a Moodle-based system to track CSED internship hours and clinic activities that will be used in upcoming clinical courses.
- **PTOT 623 and PTOT 643.** Schaalje has worked with Physical Therapy faculty (primarily Jim Creelman) on a TIG grant to develop Flash/ActionScript based simulations that train physical therapy students to develop skills in using electro-therapy machines on patients.
- **MATH498P/598P Integrated Learning (WILDEST)** Michael worked with Deb Schleusener, Luther Yost, and DeWayne Derryberry, faculty in the Department of Mathematics, to help develop an online course using Moodle ISU. The purpose of the course was to train high school teachers to be dual enrollment instructors for statistics. It provided material on statistics and instructional methods. Michael also helped assisted the high school faculty in developing Moodle ISU courses for use by their dual enrolled students.

- **NURS600, NURS602, NURS609, NURS610, NURS612, NURS618, NURS621, Varioussections of NURS636, NURS642, NURS643, NURS644, NURS645, and NURS404.** The Graduate School of Nursing began converting the Master of Science inNurse to a completely online program. Cheezem assisted Professors Steiner, Reynolds, Arvidson, Ashton, Neill, Molinari, Murphy, Renn, Skinner, and some adjunct faculty with the conversion of online course materials to Moodle. In addition to converting course materials, Cheezem also assisted them with the creation of an online orientation course/community for the Graduate Nursing Program, reorganizing the courses, setting up and using the communication tools in Moodle ISU, creating Breeze presentations and placing them in the courses, linking e-pack information, using the WebCT and Moodle gradebook functions, providing orientation sessions for the newly admitted students, and general problem solving.

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

- Sue Schou of the College of Business to digitize seven tapes into editable files and burned to data DVD.
- Barbara Cunningham from the Institute of Rural Health received help digitizing workshop tapes. Converted into Windows Media format and QuickTime.
- Moses Okeyo of the Institute of Rural Health to convert videos tapes to streaming media
- Rita Magee of Risk Management to convert 2 mini DV tapes into DVD format.
- Dental Hygiene department to convert a mini DV tape to DVD.
- Meg Long of the Dental Hygiene department to convert audio tapes onto CDs.
- Gail Coulter of the College of Education to convert a case study interview to streaming video. The video was used as a resource in the WebCT component of her course.
- Mary Whitaker of the CSED department to convert media.
- Barbara Hewett from the College of Health Professions to convert video files.
- Jane Coesmith of the Counseling department to convert video into streaming media files.
- Sarah Knudson of the Communication Sciences and Disorders and Education of the Deaf department to convert media into streaming media

- Nancy Devine of PTOT to convert video project into steaming media.
- Ben Nickell of the Physics department produced streaming video files.
- Eric Christenson of University Relations on editing video files.
- Corwin Sutherin of PTOT convert video files into steaming video
- Linda Deck of the Museum to convert a video tape to DVD.
- Gail Coulter of the College of Education to convert three audio files to embedded MP3's for an online course.
- Wade Lowry of Health Information Technology needed several video DVDs converted to real media format and streamed on the helix server.
- Tony Seikel of the Communication Sciences and Disorders and Education of the Deaf department to convert an MPEG to streaming video.
- Mark Bezik of the College of Business to convert an audio CD.
- Linda Boyd of the Dental Hygiene Department to convert a VHS tape to streaming video.
- Stephen Wright of the Health Care Administration Department to convert a Mini DV tape to streaming video.
- Kenny Cutler of the Institute of Rural health to convert 12 hours of DVD's to streaming video.
- Rajedra Biariachaye of the Geomatics Technology department to convert three VHS tapes to steaming video.
- The ITRC worked with Virginia Murphy of the Nursing department to convert a VHS tape to DVD.
- Glenna Young of Health Occupations received help converting a DVD to streaming video.
- Nancy Goodman of the Center for New Direction to convert a series of video clips from DVD's to digital files. These files were used in a presentation on career development.
- Maher Wissa of Geomatic Technology to convert and copy a VHS tape to three DVD's.
- Tesa Stegner of the Economics department to copy a VHS tape to three DVD's.

Partnerships

Nursing Department

The ITRC has divided an FTE position with the Department of Nursing. Cheezem continues to work with nursing to assist with the continuous improvement and Moodle conversion process of courses being taught online in the Nurse Practitioner graduate program. Cheezem's role is to work with subject matter experts to successfully design, convert, and improve these courses. She also spends half her time doing instructional technology and course design training and implementation for the ITRC.

Dental Hygiene and CSED Departments

The ITRC assigns an FTE position to the Department of Dental Hygiene and Communication Sciences & Disorders, and Education of the Deaf (CSED) with supporting funding from the Technology Incentive Grants (TIG). Kelly Shoemaker, and now Jared Schaalje, provides support to the Master of Science in Dental Hygiene and CSED online program efforts. They developed online courses for the fall 2006 and spring 2007 semesters. In addition, the position supports instructional technology endeavors for faculty and staff 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 technology in their courses. The ITRC and CTL have collaborated with each other to promote faculty events and projects including knowledge surveys, new faculty orientation, and faculty retreats. The Center for Teaching and Learning and the ITRC assist faculty in the creation and delivery of technology-assisted curriculum strategies.

Partnership with ISU Boise Center

The ITRC has partnered with the ISU Boise Center to begin offering faculty support on a permanent basis. Randy Stamm was reassigned to Boise because of the growing support needs of the ISU health profession programs. Stamm offers instructional technology training and one-on-one consultation for more than 30 faculty members at the ISU Boise Center. In addition, Stamm provides leadership and direction for the elearning endeavors for the entire University.

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.

Conferences (participated & presented)

WebCT Impact 2006: 8th Annual WebCT User Conference, Chicago, IL
Randy Stamm from the ITRC attended and presented at the July 2006 WebCT conference in Chicago. Stamm presented *The Matrix – Morphing WebCT Course Assessment* which focused on using the ITRC Assessment Matrix. http://www.webct.com/2006

E-Learn 2006, Waikiki, HI
This conference, attended by Lori Cheezem, was a gathering of International e-learning professionals who work in Higher Education, Healthcare, and Government. The conference offered a chance to learn how other universities are presenting their online courses, what technology is being used and how the technology might benefit ISU.

Redesign Alliance Conference 2007 Orlando, FL
Randy Stamm and Dr. Kregg Aytes attended the 2007 Redesign Alliance Conference through the National Center for Academic Transformation. The Annual Conference brought together faculty, administrators and staff from higher education institutions who have been engaged in large-scale course redesign. The conference created a place for academia to learn about the benefits of course redesign and how to implement course redesign on their home campuses.

MoodleMoot 2007 Edmonton, Canada
Randy Stamm, Michael Spall, and Ann Adamcik attended this conference in Edmonton, Alberta, Canada; and presented "Moodling Away from WebCT!" This presentation discussed Idaho State University's (ISU) Learning Management System (LMS) evaluation process. In addition ISU's student and faculty support strategies for transitioning from WebCT to Moodle were covered. This conference allowed the ITRC to explore new developments in Moodle. It also provided examination of well developed pedagogical examples as well as technical details for supporting Moodle.

Mapping Your Future, NW/MET (Northwest College and University Council for Management of Educational Technology) 2007, Portland, OR
Michael Spall and Blake Beck attended Management Applications Practices - Mapping your future, the NW/MET 2007 Conference. The Northwest Managers of Educational Technology is a regional organization for educational support professionals. This year's annual conference allowed ETS to learn about new developments in learning management systems and distance learning technology as well as present on our progress with Moodle. Beck made a presentation titled "ISU's LMS Odyssey - our Journey to Moodle" and Michael made a presentation titled, "Why ISU chose Moodle - hands on experience with Moodle". Both presentations were well received and well attended by NWMet members.

E-Learning 2007 Albuquerque, NM

Randy Stamm and Blake Beck attended the four-day eLearning 2007 Conference in Albuquerque, NM. The conference offers information for Distance Learning Administrators, Distance Learning Faculty, Instructional Designers, Online Media Specialists, Web course Developers and Continuing Education Professionals.

Moodle Moot Moodle Moot 2007, Albuquerque, NM

Randy Stamm and Blake Beck attended a one day Moodle Moot during the eLearning 2007 Conference in Albuquerque, NM. The moot will feature a keynote presentation from San Francisco State University's Kevin Kelly, "Moodle at the Center: Communities of Practice, Integration, and Partnerships," and tracks on how to use Moodle as the heart of a collaborative e-Learning environment from the perspective of teaching, managing and administering education with technology.

Teaching with Technology Idea Exchange 2007, Orem, UT

Blake Beck, Lori Cheezem, and Michael Spall attended the TTIE Open Conference on Technology in Education. Blake Beck and Michael Spall presented "Idaho State University's Journey to a new LMS" and "Why ISU chose Moodle", respectively. The first presentation highlighted the process ISU undertook to change its LMS, while the second presentation provided examples of why ISU chose Moodle and gave attendees the opportunity for hands-on experience with Moodle.

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