INSTRUCTIONAL TECHNOLOGY STANDING COMMITTEE
Penny Rice, Chair
2012-2013

Membership

- Mr. James Ball, Deputy CIO for Academic Technology, Office of Information Technology (non-voting)
- Mr. Stephen Benn, Undergraduate Student Council Representative
- Dr. Robert Doerksen, Associate Professor, Medicinal Chemistry (term ends August 2012)
- Ms. Brittany Duhon, Graduate Student Council Representative
- Dr. Maurice Eftink, Associate Provost (non-voting)
- Dr. Tamar Goulet, Associate Professor, Biology (term ends August 2014)
- Mrs. Gail Herrera, Assistant Dean, Library (term ends August 2012)
- Mr. Carl Hill, Project Coordinator, Center of Intel & Security Studies, Staff Council Representative
- Dr. Elliott Hutchcraft, Associate Professor, Electrical Engineering (term ends August 2015)
- Dr. Ruth Mirtz, Assistant Professor, Library (term ends August 2013)
- Dr. Michael Mossing, Associate Professor, Chemistry and Biochemistry (term ends August 2015)
- Mrs. Patricia Oswalt, Administrative Coordinator, College of Liberal Arts, Staff Council Representative
- Ms. Penny Rice, Instructional Technology Specialist, Office of Information Technology (chair) (non-voting)
- Mrs. Debra Riley-Huff, Assistant Professor, Library (term ends August 2012)
- Mr. Wayne Shaw, Assistant to the Dean, College of Liberal Arts (non-voting)
- Dr. Kelly Wilson, Associate Professor, Psychology (term ends August 2013)

The Instructional Technology Standing Committee provided guidance on a number of important technology projects during the 2012-2013 Academic Year. This report describes these projects and summarizes the involvement of the committee. Committee minutes are available at the Web address, www.olemiss.edu/ftdc/INSTTECH.html.

Classroom Technology

Each summer, the Office of the Provost charges the Instructional Technology Standing Committee with the task of identifying candidate classrooms for technology enhancements and overseeing their implementation. In Summer 2012, this committee conducted a comprehensive analysis that included proposals from department chairs and a survey of classroom utilization for the fall and spring semesters.

Using this information, the committee recommended that the following rooms receive technology upgrades this year.

Room	Technology
Bondurant E-107	Replacement Lectern
Bondurant W-107	Replacement Lectern
Bondurant W-116	Replacement Lectern
Hume 106	Lectern, projection screen, computer, sound system, controller – Move TV that is currently in this room to Hume 302 to fulfill that request.
Hume 221	Lectern, projection screen, computer, sound system, controller
Hume 302	Move TV from Hume 106 to this room to fulfill this request.
Longstreet 102	Audio upgrade
Music 148	Audio upgrade
Music 157	Lectern, projection screen, computer, sound system, controller
Shoemaker 323	Wireless microphone
Shoemaker 401	Wireless microphone
Shoemaker	Wireless network, complete coverage

In an effort to make existing classroom technology more user-friendly, the committee continued to oversee the Rapid Response Team for Classroom Technology. This team, comprised of IT staff and student workers, provides a fast response to any problem an instructor may encounter in the enhanced classrooms.

Feedback from faculty who regularly use this classroom technology has been very positive, and there is much interest in continuing the program.

Blackboard

The Instructional Technology Standing Committee continues to provide valuable insight into the management and operation of Blackboard on the University of Mississippi campus. Blackboard is a Web-based, course management tool that has been in use by UM faculty for over fifteen years.

The Blackboard servers were updated to version 9.1 SP9 in December 2012 in order to provide new and improved features and increase compatibility with a wider range of newer Web browsers. The most requested new feature added is automated re-grading, which provides instructors a way to fix problematic assessment questions by simply editing the invalid question directly and having all necessary updates flow automatically to the Grade Center. For any assessment question, instructors can drop, give full credit, change point value, or change which answer is marked as correct. After the question has been updated, Blackboard Learn recalculates the score of all submitted assessments that included the updated question and reflects the updates in the Grade Center. Related to this feature is the new ability to apply negative point values for incorrect answers on assessment questions. The Rubrics feature was also updated to include a percentage range option, which allows a single rubric to work across multiple assignments regardless of their total point value.

The Independent Study, Independent Study High School, and Teach Mississippi Institute programs have been using Angel as their course management system for several years. With the phase-out of Angel on campus, these programs found it necessary to convert courses that were in Angel to the campus Blackboard Learn system. New programming, both in SAP and the Blackboard snapshot interface, had to be put in place this year to automate the creation of Blackboard courses and enrollments for these programs.

Several Blackboard building blocks were installed this year to enhance the use of Blackboard. A new version of the Turning Technologies building block, which allows course roster downloads and grade uploads between Blackboard and the Turning Technologies Clicker software, was installed. WileyPLUS Integration by Blackboard and Pearson's MyLab/Master building blocks were also installed to enhance the interaction between Blackboard and these publishers' content. For several years, instructors have used the iTunes U integration within Blackboard to securely distribute audio and video files to their students. With the upgrade to Blackboard SP9, it was necessary to install a new version of the Vanderbilt iTunes U building block so that the integration with iTunes U would continue to work correctly. In an effort to assist Independent Study instructors with the transition to Blackboard, the MyMessages Portal Module was installed. This building block gathers messages across all of a user's courses and displays

them together in a single location. This makes it easier for instructors to view their messages without having to enter each individual course.

Last year, this committee helped to develop a Blackboard course removal policy, which stated the need to keep a minimum of four years worth of course data in the Blackboard Learn system. This year, the committee oversaw the installation of the NU CourseLife Blackboard building block, which will be used to archive and remove old courses in an effort to implement this policy. This building block has been configured and tested on the Blackboard Test servers and will be turned on in the Blackboard Production servers in June 2013.

Two years ago, this committee reviewed the Blackboard Mobile Learn building block, which provides a nice interface to access Blackboard on a mobile device, and made the recommendation that the campus invest in this software. Usage statistics show that 26,321 mobile devices have accessed Blackboard using Blackboard Mobile Learn since May 2011.

Clickers

Seven years ago, the Instructional Technology Standing Committee investigated the use of Classroom Response Systems (also known as Clickers) and recommended that the campus sign a standardization agreement so that students should only need to buy one brand of clicker. As part of this agreement, instructors receive a free RF receiver and clicker to use in their classes. Last year, after the previous clicker vendor stopped producing the clicker that we were using, this committee, along with several instructors, evaluated and chose the Turning Technologies Response Card NXT as the new campus standard. This transition went smoothly until August 2012, when Turning Technologies released a new version of their clicker software. Unfortunately, this new software version caused many issues on campus and necessitated the installation of a new version of the clicker building block in Blackboard. There were many issues with new building block, and FTDC worked closely with the vendor until these issues were finally resolved in mid-September. The new building block allows students to register their clickers online via Blackboard. It also provides instructors the ability to download a clicker ID roster and to upload grades directly from the clicker software into the Blackboard Grade Center.

Other

Another responsibility of the committee this year has been to help choose the replacement for Wimba, the campus web collaboration package that is used by Ole Miss Online and others on campus. Blackboard recently purchased Wimba

and now packages it as Collaborate. Over the coming months, this committee will be asked to review several alternative products including Adobe Connect and Google+ Hangouts.

Based on the success of the previous year's Technology Enhancement Week, offered during the fall semester, the Instructional Technology Standing Committee recommended that the Faculty Technology Development Center (FTDC) continue to sponsor these workshops each year. During September 2013, twenty-nine sessions were offered, including Actively Involve Students in Your Classroom with Student Response Clickers; Adobe Photoshop Basics; Advanced Web Design Using Dreamweaver; All About the iPad; Blackboard Blogs, Wikis, and Journals; Classroom Presentations Using Doceri on Your iPad; Copyright Law and the e-Classroom; Creating and Publishing Enhanced Podcasts using GarageBand; Creating Blackboard Tests, Assessments and Surveys; Face to Face on the Web: Meet, Share, and Learn with Wimba, Google+, and Adobe Connect; Faculty Test Scanning; Imaging and Scanning Basics; Learn to Use Turning Technologies Clickers; Introduction to Blackboard; Introduction to iTunes U; Introduction to the Blackboard Grade Center; iPad in the Classroom; Keynote – An Alternative to PowerPoint for Mac Users; Learn to Use Clickers in the Classroom; Making Your e-Materials Accessible to Students with Disabilities; Moving from Live Lectures to Online Lessons; Outlook 2010; Security Awareness Training; Self and Peer Assessment in Blackboard; Tips, Tricks, and Shortcuts for Mac Users; Using Blackboard Rubrics; Using Blackboard to Create SafeAssignments to Detect Plagiarism; Using Multimedia Classrooms on the UM Campus; and What About Google Apps. One hundred fifty-nine instructors took advantage of these training sessions.

The Provost's Office continued TACIT, the program to replace faculty desktops, for the fourteenth year. The Instructional Technology Standing Committee provided advice and guidance on its implementation. The committee also provided helpful input regarding the training offered to TACIT participants.