CMS Implementation as a Catalyst for Curricular Change

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Educause Mid-Atlantic Conference
January 16, 2003
Overview

• CMS takes money and effort
• What value does it have?
• Course site numbers aren’t enough
• How has the CMS impacted
  – Discussions about teaching
  – Curricular planning
Presentation Outline

• Examples of Blackboard’s impact on teaching
• Changes in support and other technologies over time
• Suggestions for best practices in making effective use of CMS as curricular change agent
Duke University

- Private, 4 year, Research I
- 9 schools: undergrad and professional
- 12,000 FTE students, 2,350 faculty
Teaching at Duke

- Few distance education programs
- Mainly traditional classroom instruction
Blackboard@Duke

- Blackboard pilot 1999
- Business, Law, Nursing had other custom systems
- CIT and Arts & Sciences piloted
- 2 servers consolidated Spring 2001
- Blackboard enterprise Fall 2002
Fall 2002 stats

- 7 of 9 Duke schools using Blackboard
- 2 schools looking at Blackboard
- 25% of courses use Blackboard
- 741 active course sites
Bottom-up Blackboard Use

- Individual faculty start “small”
- Ramp up to more sophisticated features
- Deeper thought about impact on teaching
- Thoughts about curricular impact
Top-down Blackboard Use

- Existing curricular need
- Leader sees role for Blackboard
- Leader institutes Blackboard use
Bb Drives Teaching Discussions

• Blackboard is common basic platform
• Low entry point means many use it
• Common experience allows intra- and inter-departmental conversations

Examples…
Language Programs

- 1500 students yearly; 16 languages
- Increased curricular focus (Curriculum 2000)
- Top-down model
Language Programs Impact

- Ensured consistency across sections
- Provided access to interactive materials/media library outside of class
- Extended the classroom community outside of boundaries of class time slot
- Increased administrative efficiency
School of Medicine Clinical Research Training Program

- Program offered simultaneously to students at Duke, NIH and PRI
- Before: custom websites, variability in style and use

http://crtp.mc.duke.edu/
CRTP Impact

• Move to common Bb platform
• Faculty: control over timing, reuse of materials, rich media and data sets
• Students: consistent format, more timely access to materials
• Program administrators: common expectations for sites, quality control
Chemistry Courses

• Challenges in large courses
  – TA training and support
  – Consistency and quality across sections
  – Time spent grading
  – Responsiveness to individual student needs in a large class
  – Modeling how real chemists work in labs
Leadership in Teaching with Technology

Chemistry Impact

• Common lecture site, section & lab info
• TAs customize
• Pre-lab quiz frees grading time; TA’s focus on student needs
• Gradebook – better analysis of section differences
• Initial use in large class led to use in smaller lab courses
• Early Bb adoption by innovative faculty
• Program already had plans for curricular change
• Bb good fit with existing courses
  – Bb supported educational goals
  – Bb facilitated student skill development
M & M Impact

- Gradual expansion of Bb use in dept.
- Spring 2003 – department initiative
History Department

• Change needed due to enrollment declines
• CIT grants for Bb site development
• Faculty fellowships
• Core group of 12+ faculty (including leaders)
History Impact

• Richer/broader online materials
• Use of materials outside of class
• Increased student engagement in class
• Curricular discussions spreading from core group
Support & Development Models

- Faculty Fellows program
- University planning
- Streaming media server
- Shared IT planning across units
- E-reserves
Faculty Fellows Program

• Focus on design and teaching impact
• Small stipend, consulting, training
• Required to plan, evaluate IT project

• Fellows serve as dept. resources
• Bb is common framework
Leadership in Teaching with Technology

CIT Fellows 2002 - 2003 Group Photo

http://cit.duke.edu
Bb and University Planning

- Use of Bb in schools & departments influenced central planning
- University strategic plan goals supported Bb expansion
- Fall 2002 - A&S departmental planning initiative goes beyond Bb
Streaming Media Server

- Centralized server for media distribution
- Faculty provided space as needed
- Students & faculty access streamed media from within Blackboard
Shared IT Planning

- Cross school and dept. discussions
- Enterprise level Blackboard
- Joint CIT, OIT, dept., library effort
- Blackboard promotes integration of campus systems
Blackboard and e-Reserves

• Spring 2003 integration pilot
• Goal is to better meet user needs
• Joint CIT, library project
• Evaluation of pilot to plan future steps
Best Practices: Our Suggestions

• Make it easy
• Find groups and leaders
• CMS as jumping-off point
• Encourage cross-departmental talk
• Provide incentives and recognition

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Make It Easy to Experiment

- No required training – we come to you!
- No required commitment
- Central funding, thus no cost to try it
- Auto-creation of course sites: “Just turn it on”
- Relentless marketing
Blackboard Office Visits

About Blackboard at Duke

Office visits for individualized Blackboard support
The CIT is pleased to offer office visits to faculty and other Duke instructors using Blackboard. Once you fill in the form linked below, you'll be contacted by a CIT-trained student, who will arrange an informal hour-long visit to cover the topic you've selected, at a time convenient to you. There are nine initial office visit topics. Please choose the one that best fits your immediate need.

Blackboard office visit topics from which you can choose:

- Initial set up of your course site: includes adding your syllabus, initial staff information, basic configuration settings
- Managing your site: includes settings faculty can change, button availability, checking site and document statistics, site availability
- Images in Blackboard: includes uploading jpeg and gif, adding "captions," images embedded vs. links, file size considerations
- Using Blackboard discussions boards: includes forums vs. threads, options in viewing threads, sorting, options when setting up forums, archiving forums
- Setting up Blackboard groups: including how groups work, adding users to groups, creating group discussion forums, how the group file exchange works
- Using the Blackboard gradebook: includes creating gradebook items, how to easily put grades in gradebook, function of Blackboard weighting, exporting grade items
- Creating Blackboard assessments: includes differences between surveys and quizzes, data you can get out of assessments, adding advanced features to
Find Groups and Leaders

• Faculty with broad curricular responsibilities (e.g. program directors, course section coordinators)
• Department chairs
• Departmental or cross-disciplinary working groups (Fellows)
• *Don’t leave out small departments!*

Leadership in Teaching with Technology

http://cit.duke.edu
Blackboard as Core Service

• To users, varied systems are confusing
• Learn Blackboard, build from that
  – Advanced Blackboard features
  – Media server
  – E-reserves
  – PeopleSoft information
Cross-departmental Conversations
Incentives and Recognition

- Grants, stipends, laptops
- Student assistants help with labor
- CD publicizes faculty best practices
- Showcase event recognizes faculty
- Faculty profiles are useful for the faculty in other ways
CD Highlights Faculty Use

- Faculty speak directly to colleagues
- Varied uses & subject areas
- External publicity

View this on the web at:
http://blackboard.duke.edu/CD/profile.html
Annual IT showcase recognizes faculty, promotes information sharing

Leadership in Teaching with Technology

Duke CIT presents

Instructional Technology Showcase 2002

Come see what your colleagues are doing!

April 25, 8:30 am - 5 pm
Bryan Center, Duke University

Schedule at a Glance
Program Details
Keynote Speaker
Supporters
Presenters
Registration
Maps and Directions

April 26th, across campus
Instructional Technology Open Houses

Duke University Center for Instructional Technology

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http://cit.duke.edu
Summary

• Connection between University planning and CMS planning benefits both

• Expanded CMS use has benefited teaching at Duke

• Technical and pedagogical planning should be intertwined
Thank You!

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