

IDISS Interview with JQ Johnson, Academic Education Coordinator  
May 12, 2004

See JQ's notes at [http://libweb.uoregon.edu/catdept/idiss/JQJ\\_IDISS\\_12may04.pdf](http://libweb.uoregon.edu/catdept/idiss/JQJ_IDISS_12may04.pdf)

## Services

1. What services do you offer in the areas of media, educational technology, digital library development, and instructional support services?

All aspects of his position relate to services in these areas. Most of JQ's time is committed in two areas, Blackboard support  $\cong$  40% FTE and managing the FITT Center  $\cong$  30% FTE.

Other services:

- Coordinate IT Curriculum, especially Web publishing, with Colleen Bell
- Coordinate campus FITT (Faculty Instructional Technology Training) Group. The FITT Group also provides instructional support services to faculty and includes the Teaching Effectiveness Program (TEP), the Wired Humanities Project, the Yamada Language Center, the Libraries, Distance Education staff, SSIL, and reps from other departments, such as the College of Education.
- Limited involvement with Scholars' Bank
- Lots of one-on-one with teaching faculty
- Organize campus events & programs related to teaching and technology
- Facilitate the distribution of the Duckware cd-rom to faculty – includes providing funds for production of the cd, as well as providing input for software to be included

With the exception of FITT Center activities, most of JQ's activities are not provided at a public service desk.

2. More specifics about selected services:

### Blackboard

- Most Blackboard support in the library is performed by JQ. Betsy Kelly in Library Systems contributes about 10% of her time.
- The Computing Center provides database support and maintenance for which they charge. Fee is paid from JQ's Ed Tech allocation. Fees typically run about \$1,000/month, which represents 10-15 hours of time.
- Consulting support for Blackboard also occurs in the FITT Center, the library's ITCs, and TEP. There is approximately 39 hours per week of student support.

### FITT Center

- Services are primarily performed by students, 39-40 hours per week.

- Demand for services is increasing – they are seeing an increase in number of patrons coming to the FITT Center and in number of questions
- Faculty time in the FITT Center is tracked but it is not possible to differentiate between time a faculty spends using equipment in the FITT Center and time spent with student consultants.
- Usage can be sporadic. Faculty typically use FITT Center services more heavily during breaks than during academic terms.
- Scheduling in the FITT Center would be easier if there were more students. JQ is investigating closer collaboration and cross-training for students working in the FITT Center and the ITCs.
- No fees are charged for FITT Center services. Workshops offered cooperatively between the FITT Center and other units may have a small fee.

#### Faculty Training Events

- IT Curriculum workshops – JQ organizes the Web publishing workshops and teaches workshops on Blackboard
- Plans and coordinates campus wide workshops, ranging from workshops on copyright, teaching large classes, teaching online, etc. – plans program, may identify and confirm speakers, prepares publicity (flyers, posters, online, etc). Another example of workshops is creating wraparound events structured around PBS series on teaching.
- Turnout for workshops varies from 5-10 to 100+. Attendance is dependent on good marketing and is influenced by content and timing.

#### 3. Services that are not currently offered

JQ has lots of ideas but insufficient time to implement these. No specifics were given. One example might be expanded use of Blackboard for non-course related purposes, such as intradepartmental communication. Betsy could do facilitation of this.

#### 4. Where does he make referrals?

Refers to other library units as appropriate – most to the ITCs, FITT Center, Media Services and IMG.

#### 5. What can be done to improve services?

- Time is biggest limiter. More work than can be accomplished. He is looking for ways to distribute and/or shift support for current services. Additional staff to support Andrew Howell and his role in the ITCs could free some of Andrew's time for other projects.
- Better communication about services JQ provides.

### **Equipment**

Blackboard is run from dedicated servers. Funds have been budgeted for growth. Blackboard will soon need additional disk space.

FITT Center facilities

- Five workstations that are moderately well equipped.
- There is video editing capability and several scanners.
- Equipment in the FITT Center is under utilized before 11:00 am, which is when the FITT Center opens for faculty use and consultation. Other library departments, with some training, could use these facilities before 11:00 am.
- JQ plans to convert Kathy's old office into a space where faculty can practice powerpoint presentations. He will inherit the projector currently in Reed, when that projector is replaced. There will still be a need for a computer to run Powerpoint.
- Faculty also need training in using Media Services Cresstron (?) system, but it may not be possible to install a unit here.

#### Involvement with Scholar's Bank

Will probably become more involved as this service is pushed more heavily to campus. Use of Scholar's Bank will depend on good advertising – word of mouth, contacts with departments, library subject specialists, broadcast advertising.

#### **Questions from IDISS:**

KAGD: How do faculty actually use Blackboard? What features do they use?

JQJ: Believes that most faculty use Blackboard as an alternative to running a Web site, offering links to syllabus, assignments, lecture notes, etc. May also be used as a discussion board or email list. Doesn't see much rich multimedia content or programmed instruction being used through Blackboard. Cost of production for media and programmed instruction is high. JQ has not encouraged faculty to make use of publisher content online. Such content may have fairly restrictive usage guidelines. Development of learning objects is still young, many faculty are still not aware of what they can integrate with Blackboard.

ARB: What are faculty needs for technology?

JQJ: We don't have good data on what type of computer the average faculty member currently uses. It would be good if faculty had better access to laptops. There is also a growing need for faculty to be able to use database-driven Web sites, but server access, support and maintenance is a problem.

CH: Are there other units on campus that might offer similar services or have services that overlap what you offer?

JQJ: None for Blackboard. The CC has not shown much interested in course management software. The CC has been good in early adoption of administrative computing and network access.

#### Overlap with other campus units

There is some overlap with other units, especially with FITT Center activities. These include some of the work done by Greg Bothun, the Wired Humanities Project (narrower clientele but strong overlap in services), the Yamada Language Center (seems to have the lead currently in streaming audio, especially for language instruction), not much happening in SSIL these days.

CB: What is your take on new campus administrative positions for faculty development?

JQJ: The Provost created two new associate vice provost positions for faculty development. Both of the incumbents have an interest in technology. It's not clear how the services offered by these positions might overlap with those supported by JQ.