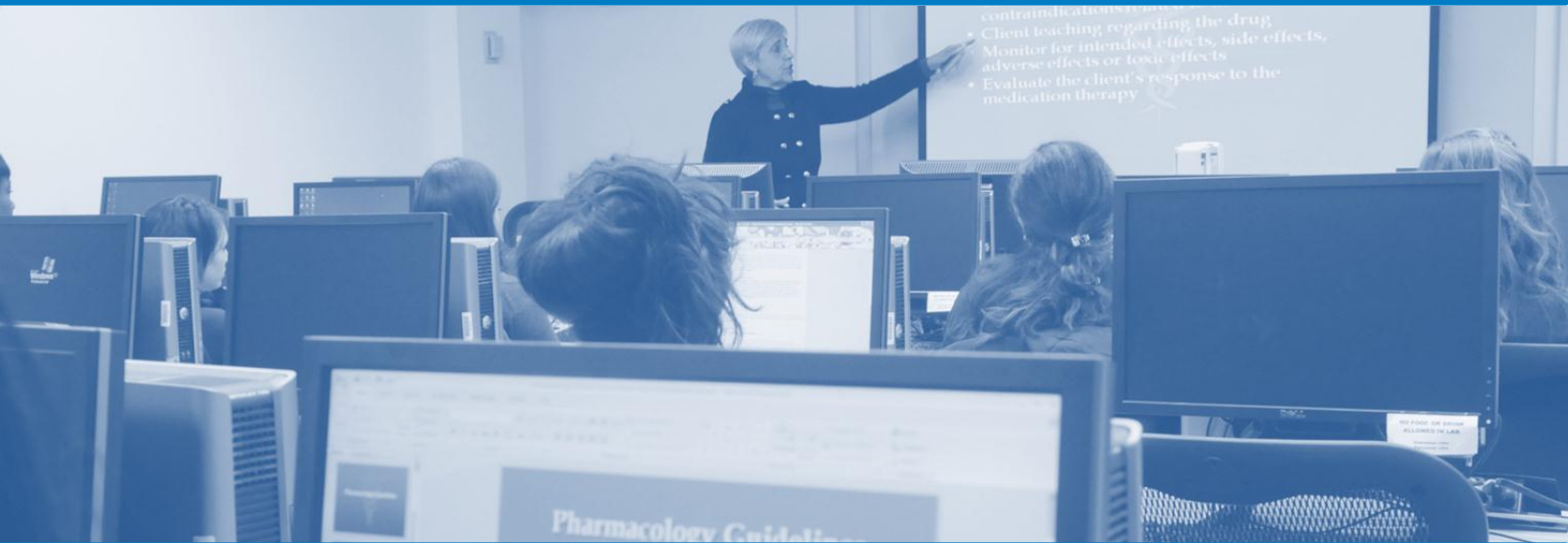




Information Technology Unit

DIVISION OF INSTRUCTIONAL TECHNOLOGY



FISCAL YEAR 2013-2014 ANNUAL REPORT

Table of Contents

Executive Director Welcome	3
Introduction	4
Division Overview	5
Organizational Chart	6
Division Accomplishments	7
Classroom and Lab Technologies	7
Learning Support Services	9
Educational Media Services	11
Communication and Planning	15
DoIT Operations	15
Accolades and Scholarship	16
Advanced Certifications	17
Awards and Honors	17
Councils and Committees	17
Presentations	18
Publications	19
Teaching	20

Executive Director Welcome

For the Division of Instructional Technology (DoIT) it was a year that included many challenges, changes and improvements, which through the dedicated work of our staff, resulted in many noteworthy accomplishments. Despite the uncertainty experienced as a result of transition within the Information Technology Unit (ITU), DoIT continued to make impressive strides in the advancement of technology at Mason and thrive in the support of research, teaching, and learning.

DoIT remained committed to supporting the university's mission by trying new methods, leveraging individuals' strengths, and improving efficiency to help the organization move in the right direction. While transition can be difficult, and it is easy to continue as status quo, DoIT channeled its core values (<http://doit.gmu.edu/aboutSection.asp?page=corevalue>) to aim for excellence, overcome obstacles, and find solutions to serve the Mason community effectively.

As the ITU's new leaders focused on reshaping the unit's vision, DoIT was able to concentrate on working better as a team and enriching the work process. This included prioritizing projects, utilizing individuals' talents and abilities, thinking creatively, and remaining transparent to better support the academic and administrative needs and strategic goals of the university.

A constant theme for DoIT is teamwork, and this year greater emphasis was placed on working with other departments within the ITU and across Mason to improve and maintain optimal performance. Collaboration is fundamental to DoIT's success and, rather than confining it to the borders of Mason's distributed campuses, new relationships with vendors and other partners outside of the university were forged.

Undoubtedly the year ahead will bring new challenges and opportunities, and I am confident that DoIT will surpass expectations and ensure the university remains a top-quality learning institution for many years to come.

Please take some time to read more about the great work done this year as outlined in this report.

Sincerely,

Dr. Susan Kehoe
Interim Executive Director

Introduction

During the fiscal year 2013-2014, the Information Technology Unit (ITU) experienced substantial organizational change. The Vice President of Information Technology/Chief Information Officer (CIO), as well as the Deputy CIO/Executive Director of Technology Systems Division retired within a month of each other. A temporary realignment of leadership responsibilities within two divisions of the ITU – Division of Instructional Technology (DoIT) and Technology Systems Division (TSD) - were implemented and remain intact today. In July 2013, the executive director of DoIT transferred to the role of interim executive director of TSD and deputy CIO. DoIT's director of Educational Media Services began serving as interim executive director of the division. Also during this time, University Libraries transitioned from within the ITU to the Office of the Provost. The ITU Administrative Services Department, which reported to the libraries, was restructured, leaving gaps within some of the administrative functions. Another change was that the ITU no longer reported directly to the president of Mason, but to the executive vice president, who became the interim CIO for a brief period. It was not until December 2013 when a new CIO was hired and joined the ITU.

Following the concurrent June retirements of key leadership positions, an independent consulting company was hired to look at the ITU to determine how it was operating and what it could do even better. The consultant's report was meant to inform the process for hiring a new CIO and the possible restructure of the ITU. Many staff within the ITU participated in the consulting process through one-on-one interviews, small group meetings, and town halls. The high-level findings of the consultant's ITU assessment report were presented to staff in early December 2013.

Clearly, fiscal year 2013-14 demanded adaptability, flexibility and resilience on the part of its staff, and DoIT rose to the challenge. During a period of significant organizational transition, DoIT continued to provide exceptional customer service to the university community in its teaching with technology needs. Staff remained dedicated and focused on DoIT's mission, the work at hand, and how to deliver services even better. This year's annual report provides information about the division and highlights several of its accomplishments.



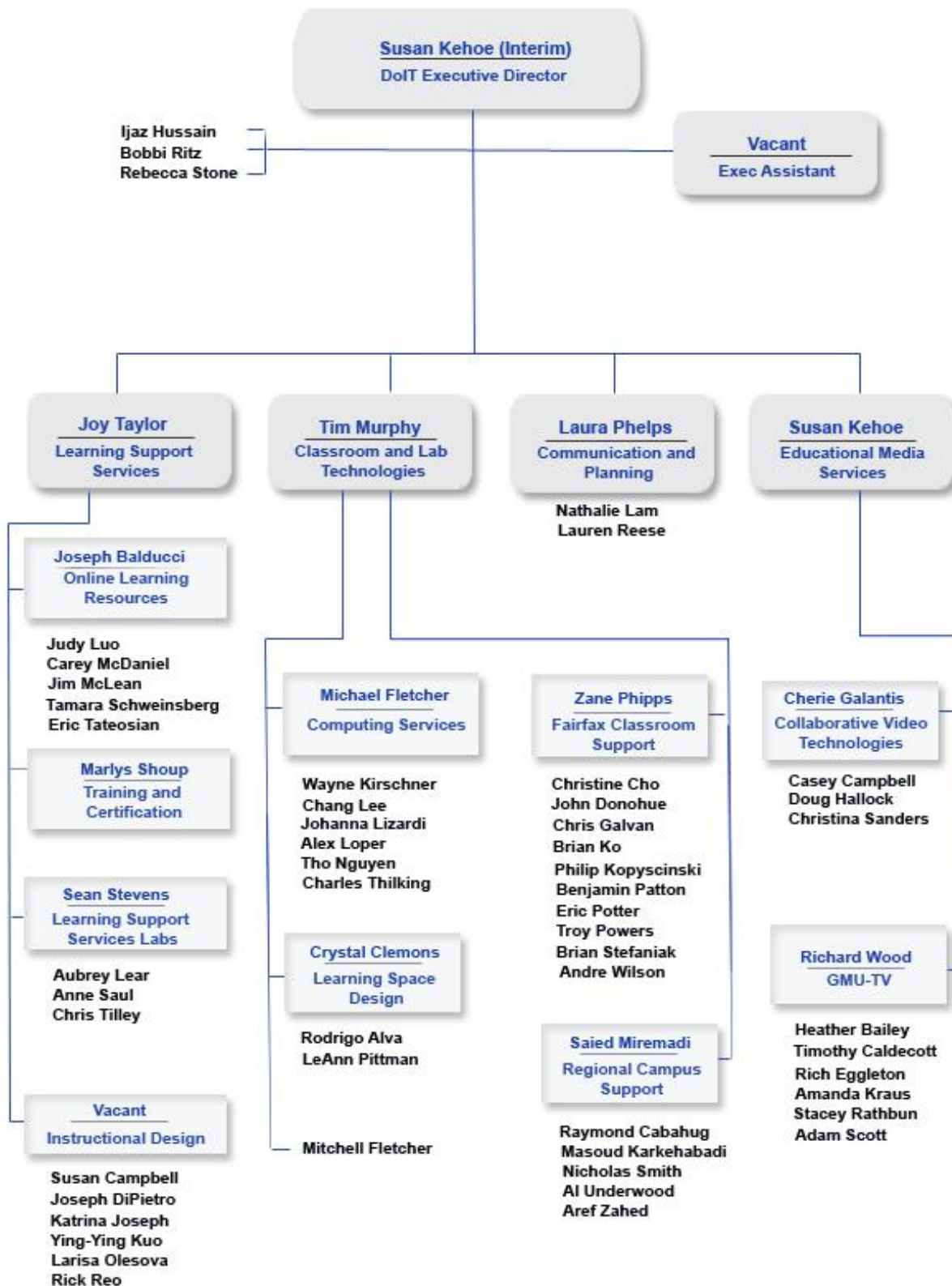
MASON

Division Overview

As part of the Information Technology Unit, the Division of Instructional Technology (DoIT) fosters and supports George Mason University in the use of technology for research, teaching and learning. To accomplish its mission, and advance the strategic goals of the ITU and the university, DoIT works collaboratively with a broad spectrum of individuals and entities and within diverse academic and corporate settings. This includes faculty, staff, students, academic and administrative departments, academic support units, and external institutions and organizations. At the heart of the division are three main service providers— Classroom and Lab Technologies (CaLT), Educational Media Services (EdMS), and Learning Support Services (LSS); and two administrative units— Operations (Ops) and Communication and Planning (CaP). The goals of these departments ensure access to the quality tools, resources and knowledge required by faculty, staff and students to effectively connect and integrate pedagogy and technology in Mason’s learning environment and beyond.

- **Classroom & Lab Technologies (CaLT)** supports students and faculty by enhancing the learning experience across Mason's campuses through design, support, and maintenance of technology-enabled learning spaces. CaLT maintains hardware and software in open computer labs and Mason’s Virtual Computing Lab (VCL).
- **Educational Media Services (EdMS)** supports the university community by providing high-quality, effective videoconferencing, telepresence, and related real-time media technologies to George Mason University for both academic and administrative purposes. EdMS is also home to GMU-TV, which is responsible for creating media content for teaching, learning and research. This content reaches a global audience by way of cable broadcast, satellite, live webcast and video-streaming, and on-demand video streaming.
- **Learning Support Services (LSS)** seeks to provide an array of resources to faculty, students and staff that contribute to the innovative teaching and learning environment of the university. LSS offers free workshops on multimedia applications and productivity tools, proctors certification exams, and provides support for instructional technologies including Blackboard, the campus learning management system. It offers faculty consultations to discuss best practices for teaching online, hybrid and face-to-face courses, as well as strategies for incorporating technology into the curriculum. LSS also maintains The Collaborative Learning Hub (CLUB), which provides support on a variety of multimedia and instructional technologies and access to collaborative workstations, and the Student Technology Assistance Lab (STAR), which offers a game design lab, full video production studio and multimedia and video editing suites.
- **Communication and Planning (CaP)** engages the university community in communication regarding DoIT services and academic technology needs. The department maintains the division’s web presence, provides direction and support for DoIT’s long-range strategic planning and assessments, and disseminates information pertaining to the division’s goals, priorities, and activities.
- **Operations (Ops)** provides administrative support to the Division of Instructional Technology and handles functions that require central coordination and oversight.

Division of Instructional Technology



Division Accomplishments

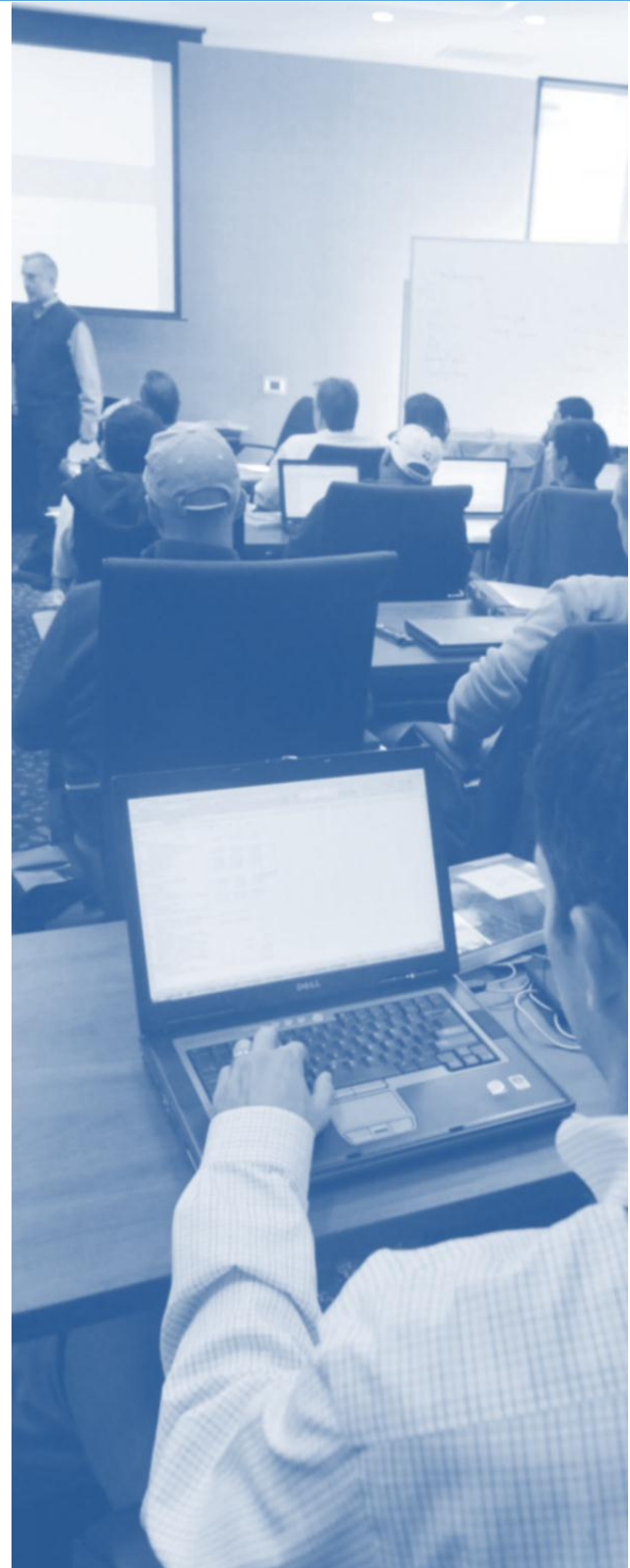
Classroom and Lab Technologies

In fiscal year 2013-14, with enterprise-level technology, Classroom and Lab Technologies (CaLT) took on bigger challenges with better service and greater reliability. Enterprise-level technology means that classrooms are built with “smart” electronic equipment that can talk and respond to a network server. This server constantly queries the equipment in each classroom and can tell the technician what may be wrong with the equipment. Further, the technician can solve most problems over the telephone rather than going to the physical classroom and disrupting the instructor. If a trip to the classroom is necessary, there is a high likelihood that the problem has already been diagnosed, and the technician can bring the necessary equipment or tools needed to repair or reset on-site. This shortens any interruption to valuable class time and provides a better learning experience for students and faculty in using technology for teaching and learning.

Additionally, CaLT discovered that by using enterprise-level technologies, the number of classrooms supported can double if not triple while keeping the headcount of technicians low. In 2011, 110 classrooms were supported by eight people (one technician to 14 classrooms). In 2014, 180 classrooms were supported by nine people and now, 20 classrooms are assigned to each technician.

CaLT also implemented university classroom technology standards used to select and build all classroom equipment. This means there is now uniformity among the major electronic components of classroom lecterns.

The set of standardized university specifications provides a common, consistent, and andragogically-sound learning environment across all campuses for faculty, staff, and students, adaptability of design to address specific instructional needs, consistent functionality and interfaces across all campuses and all classrooms, reliable systems with high up-time, and easy management and support of systems and equipment.



This standardization allowed the average cost for a standard classroom to be reduced from \$28,000 to around \$19,000. To date, three university colleges are participating in this program including the College of Science (COS) that made all computer purchases through CaLT's project manager in charge of building the classrooms. COS built their entire classroom AV technology to CaLT's specifications and so, once the building opened; CaLT was able to begin support from day one. This change in process meant an additional technician was not needed to accommodate the extra classrooms. By consolidating the orders on just one building for one client, the project manager saved \$58,000.

Fairfax Facts



180

Technology-enhanced classrooms & meeting spaces in 21 buildings

5,248 trouble calls

63% calls resolved via phone

8 seconds (avg.) to answer calls

1.5 minutes (avg.) to resolve a call

60 department classrooms

39,000 class sessions/year

CaLT is actively seeking to move all technology for classrooms to adhere to standard university specifications in the coming years. This would allow for partnerships with other departments within the university who are interested in these technology standards and whom CaLT can support for a minimal cost.

The benefits of technology standards include:

- Economies of scale (e.g., programming)
- Enterprise level solutions available
- Programming & training standardized
- Faculty & students have similar experiences in multiple campus/classrooms
- Support is standardized (reduce one-offs)
- Costs can be measured and predicted
- Costs can be fiscally planned
- Timelines are more predictable
- Instructional environment is consistent
- Scalable to multiple campus/classroom
- Scalable to differing venues

Computer Classrooms

- 15 with 500 computer stations

Open Computer Labs

- 2 with 250 computer stations
- 230,000 unique user logins/year

AV Checkouts

- 4,987 portable items/year
- 5 mobile AV systems

**Information is for Fairfax Campus*

With the equivalent of 17 full-time employees, Classroom Support is the largest employer of student workers within the ITU. Rigorously trained, these student employees help thousands of Mason students with a multitude of technical issues. From early morning until late in the evening, any manner of technical assistance is provided to help students complete projects, term papers, and a variety of class assignments including research. Almost all Classroom Support technical staff began their career working as student employees and moved onto a variety of technical and academic careers.

CaLT covers classroom audio visual (AV) support from 7 a.m. until 11 p.m., seven days a week. Faculty can have a technician meet with them prior to a class to try new technology, discuss room controls, or go over any mode of technology that is to be used in instruction. Regular, on-going meetings throughout the year provide feedback from students and faculty on the status of technology, support, response, and help on the weekends. Since technology changes on a regular basis, this feedback provides valuable information in providing excellent customer service while attempting to meet user expectations.

Learning Support Services

During the 2013-14 fiscal year, Learning Support Services (LSS) focused on strengthening the infrastructure behind Blackboard. The Blackboard system experienced some instability and revealed a few software issues and bugs that affected productivity. The LSS team worked closely with Blackboard management to capture course usage behaviors, as well as expected Mason growth, to predict future hardware needs. Our system was gradually expanded from five to ten application servers, and a more powerful database server was secured as well.

17% Increase in Blackboard workshop attendance despite an 18% decrease in total number of workshops offered.

Additionally, new tools were integrated into Blackboard to allow for future growth and collaboration, as well as meet the student and faculty needs for teaching with technology. For example, survey feedback noted an increase in the use of video and media which increased course and overall database sizes. LSS researched media

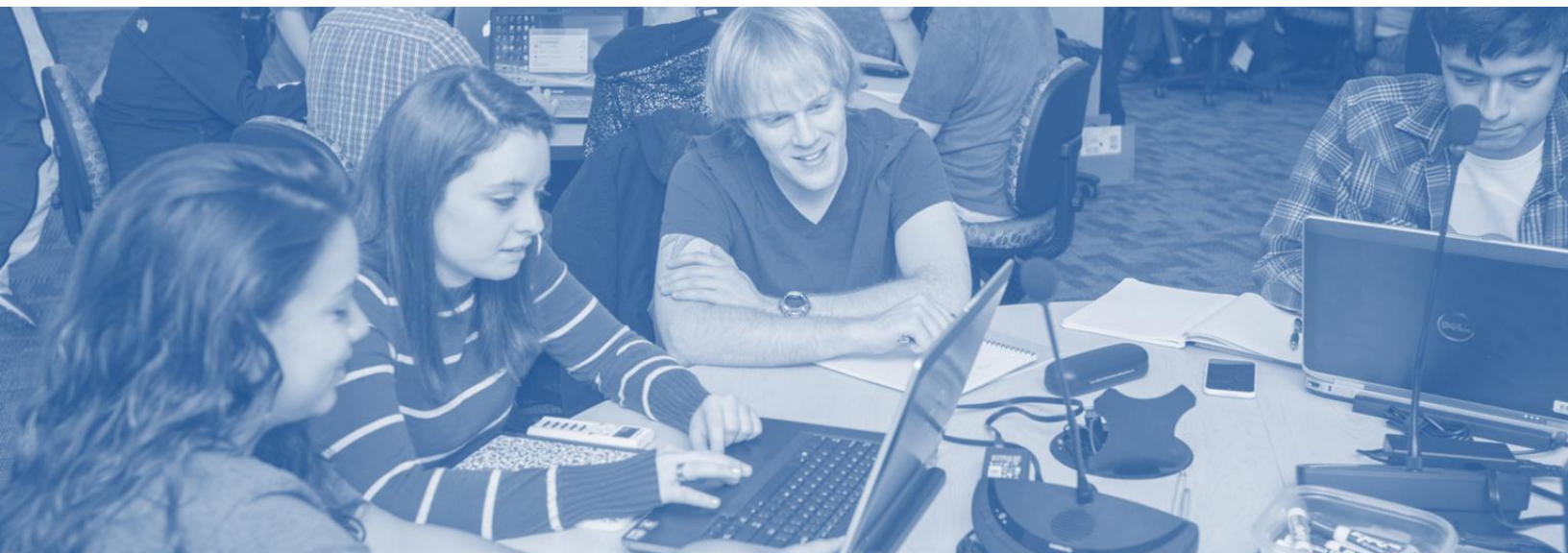
platforms and chose Kaltura, which seamlessly integrated a simple media creation and storage solution with Blackboard.

Blackboard's Content System was also obtained this fiscal year. This storage approach allowed faculty to share documents, assessments, and learning modules between courses. The Content System and Kaltura will reduce the space and load on the Blackboard servers, and increase the ability for faculty to share and co-create learning objects between courses (especially important when building online programs).

At the same time, we recognized that faculty wanted to experiment with new learning technologies. LSS secured a hosted WordPress platform and branded it as Mason CourseBlogs. Instructors seeking to add a collaborative element to their courses can now create a group blog on WordPress, but manage grading and other sensitive information within Blackboard.

1040
Hours of instructional design support logged in FY 14; 92% of which was dedicated to support of distance education efforts at the university.

With the introduction of these new tools, training needs increased. LSS collaborated with Mason webmasters to design and develop a WordPress class and in spring 2014, the training team successfully held webinars for Mason staff. Another noteworthy accomplishment included working with the ITU Support Center, as well as faculty, staff, and students, to better understand user needs and challenges in order to enhance training. Live question and answer (Q&A) webinars were provided to further supplement workshops, and online training guides and materials were made available to workshop participants.



The STAR Lab and Collaborative Learning Hub (CLUB) continued to see growth in the number of patrons with a 3% and 18% increase in visits in FY 14, respectively. With the addition of senior level equipment checkout, overall equipment checkouts in the STAR Lab increased more than 9% over last year. The STAR Lab also completed a production studio renovation which included a complete upgrade of the lighting grid, new curtains and tracks, and replacement of backdrops including new green screens for chroma keying. New additions to the CLUB in the summer of 2013 included the completion of the conference room renovation and the sound room upgrade. The Arlington CLUB added a number of new resources including a new Mediascape collaborative table similar to the two currently in use in the Fairfax CLUB. Collaborative tables were reserved for 495 sessions in FY 14.

Additional Highlights:

4K+

Collaborate continued to see an increase in adoption with an additional 4K sessions created in FY14; the number of users accessing sessions on desktops and mobile devices and the number of recordings created for sessions also increased.

23%

There was a 23% increase in multimedia workshop attendance compared to FY13.

7K+

Faculty, students and staff took advantage of the various modes of Blackboard support available. The CLUB received more than 7,700 in-person, telephone, e-mail and support desk help requests.

165

As of June 30, more than 165 courses were using Kaltura.

57%

The number of faculty using Blackboard to support face-to-face, blended and online courses increased to 57% this spring; a 13% increase over the spring 2013.

Educational Media Services

GMU-TV is an award-winning leader in educational, informational and public interest programming and is responsible for creating media content for teaching, learning and research. Many of GMU-TV's original productions highlight the research and developments in higher education at George Mason University. GMU-TV explores a broad spectrum of subjects to a general audience, including science, technology, engineering, math, health and medicine, public affairs, humanities, arts and music, and education issues; programming that brings to life the tremendous range of knowledge, culture and dialogue generated on Mason's diverse campuses. This content reaches a global audience by way of cable broadcast, satellite, live webcast and video-streaming, and on-demand video streaming

Last year, GMU-TV produced:



The use of video as a teaching tool has skyrocketed, and this year GMU-TV developed content for 9 out of the 13 colleges and schools, supported 81 courses that accommodated nearly 6,800 student enrollments, and produced a total of 248 videos for classes. During the last three years, the number of courses supported has increased more than 210% (26 in FY11, 39 in FY12, and 61 in FY13) and the number of videos produced increased by nearly 273% (84 in 2011). Additionally, GMU-TV produced 64 programs that appeal to the larger Fairfax community.

GMU-TV broadcast reaches over 750,000 homes in Northern Virginia. Last fiscal year, the live stream of GMU-TV's broadcast was viewed 180,000 times, and videos on demand were played 44,723 times. In conjunction with a partnership with the National Science Foundation, through the creation of the national network, The Knowledge Network, GMU-TV's Science Technology Engineering and Math related programming reaches another 6 million households in the United States alone. This year, with



the help from Mason's Technology Support Services, The Knowledge Network broadcast servers were relocated from NSF headquarters to Mason, to ensure reliable service.

GMU-TV takes its motto "learn every day" to heart and strives to stay abreast of trends in technology and educational video while constantly evaluating processes and workflows to see if there are better ways to do things. This past year, a new project planning and resource tracking process for video projects was implemented which allows time spent on projects to be tracked and identifies when the unit is capable of taking on a greater workload. A new digital asset management system was also integrated to allow the unit to organize media better, have a more collaborative workflow, and automate certain aspects of post-production. Lastly, the internal network infrastructure was upgraded which laid the groundwork for future support of streaming live events across Mason's campuses.

GMU-TV's 2014 Fiscal Year Highlights:

- Bioengineering 101: Through video lectures, interviews with experts in the field, and video tours of labs and the technology, students surveyed the field of bioengineering and the global impact of innovation in solving problems in biology and medicine.
- Honors 110: With supplemental video lectures, testimonials, and videotaped workshops, students were introduced to the norms of undergraduate research.
- Innovation 103/105: GMU-TV expanded its capabilities to include HD video recording of lectures that occur in the 200-300 seat classrooms of Innovation Hall. With limited space in the studios for students, this new capability can achieve the goals of recording lectures with significant student enrollment and showcasing some of Mason's amazing faculty.
- STEM Tastings: GMU-TV launched a new series highlighting Mason faculty's work in science, technology, engineering, and math and its intersection with art. The goal of this causal talk show (set at local Virginia Wineries) was to help communicate to a general audience the important topics of today in "STEM" and why it matters.
- TEDx George Mason: TEDx George Mason showcased compelling and thought-provoking movers and shakers within the Mason community and beyond.
- Active Learning with Technology Classroom: GMU-TV produced an engaging video for Mason's first classes taught in the premier Active Learning with Technology Classroom.
- Vision Series: GMU-TV continued developing engaging content for the Vision Series which sheds light on the real world research and creativity that takes place every day on Mason's distributed campuses.

81

Video enhanced courses supported; a 33% increase over last year

6,800

Students enrolled in video enhanced courses; a 65% increase over last year

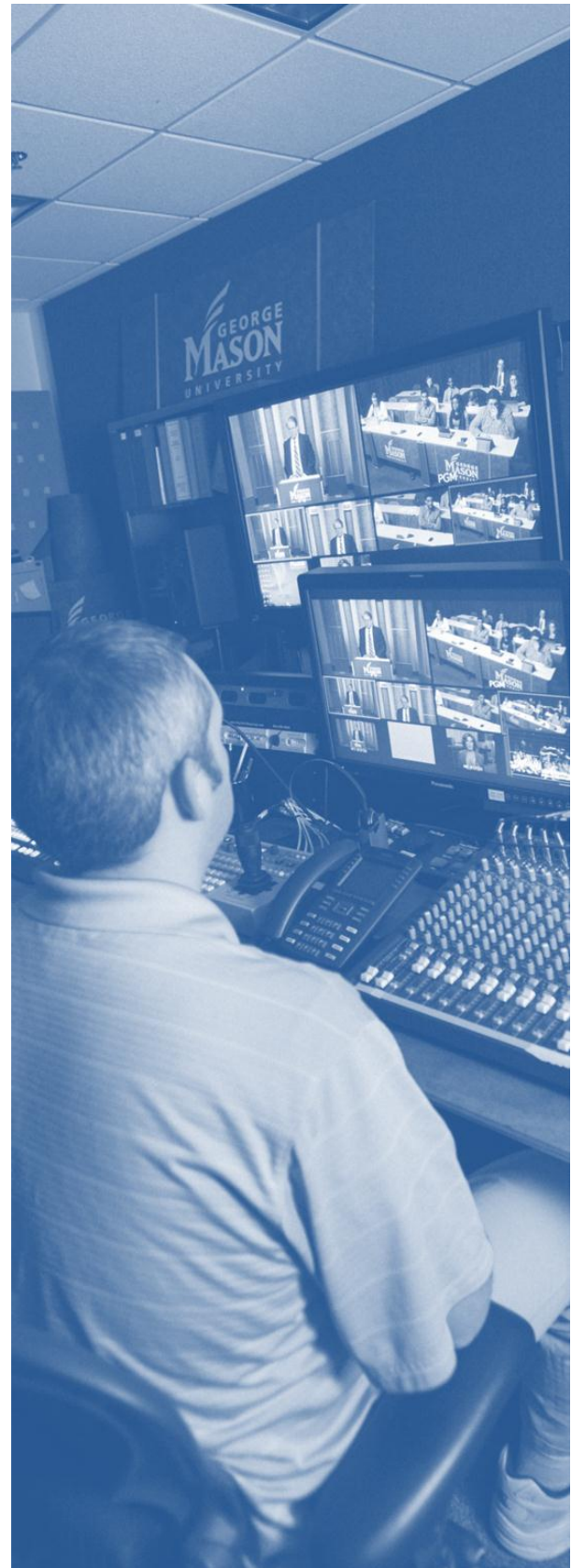
Collaborative Video Technologies (CVT) continued to provide various videoconferencing solutions for administrative and academic purposes that enabled the Mason community to conduct business more effectively at a distance. Collaborative video solutions provided at Mason include traditional HD videoconferencing, Immersive TelePresence, and Jabber Video which is used for the following purposes:

- Academic usage: Shared courses and consortiums (4VA), pre defenses and dissertations, guest speakers, teaching and learning from a distance, research collaboration, recorded lectures
- Administrative usage: Meetings, interviews, presentations, town halls/budget forums, teleworking, training, recording

The past year saw higher demand for interviews, dissertations, recordings, and meetings. Two contributing factors for this increase were availability and cost savings. Clients embraced the ability to organize face-to-face meetings without the cost of travel and constraints of availability. In order to meet increasing demands, CVT purchased additional hardware that, once installed, gave CVT the capability to hold up to 60 high-definition videoconferencing sites at once. Through telepresence, CVT can conference up to 15 screens. Another need met this fiscal year was more recording space. CVT purchased an additional recording device to keep up with the demand of classes, events, and teacher/guest lectures that resulted in an increase of 85% in recorded events over last year.

CVT assists departments design and build their videoconference (VC) space. As need has grown for departments to build their own VC spaces, but budgets remain tight, CVT worked closely with the Global Affairs division this year to create a Jabber Video room under \$3500. Additionally, CVT developed a second beta VC room for under \$5000 in the ITU Finance conference room. As a comparison, most VC rooms cost approximately \$40K to build depending on furniture. The room for Global Affairs provided a viable means for the Mason Korea campus to communicate without the need of technical assistance given the time difference, and this room is compatible with CVT's standard VC facilities. Both sites will be showcased and demonstrated to other interested parties.

CVT supported 18 classroom, telepresence, and videoconferencing



rooms this fiscal year. Additionally, CVT worked closely with Classroom and Lab Technologies to upgrade two videoconference rooms: Innovation Hall (IN) 419 and Johnson Center 311D. IN419 was a complete upgrade with a new HD codec and camera as well as an all new Crestron Control panel. JC311D was an upgrade to the internal control system and Crestron.

Jabber video, a desktop videoconference solution, has been used successfully for classroom guest speakers, interviews, teleworking, distance teaching professors, deployed/ill/remote students, and much more. In response to greater usage of Jabber, CVT upgraded its features and allocated resources for clients to use as an ad hoc meeting space which was met with great enthusiasm and success.

Additionally, interviews at Mason have increased exponentially since Jabber video was first introduced as a tool two years ago. The number of interviews conducted increased 31% in the past fiscal year, and demand is expected grow. Human Resources incorporated this device as the initial interview method whenever possible; however, this takes much planning, coordinating, and testing with CVT. CVT utilizes one technical position for this process on the day of the interview to connect, test, stage and engage the interview committee. In order to deal with the demand, as well as manage expectations, CVT was tasked with creating a set of policies and procedures. As a result, a streamlined process for scheduling, testing, and educating new clients on the process and interview logistics was put into place. Anecdotal findings show that many people who are interviewed using this technology, and hired by Mason, are enthusiastic about using Jabber to conduct business.

The National Lambda Rail (NLR) was the research network used by the 4VA schools for call routing and connection for the 4VA Telepresence classes. Unfortunately, this fiscal year NLR ceased operations and

52%

Increase in Telepresence usage from the previous year; a total of 433 events (665 hours)

25%

Increase in Videoconference usage from the previous year; a total of 920 events (1700 hours)

56%

Increase in Jabber Video usage from the previous year; a total of 500 events (1228 hours)



finding a comparable alternative was required. With less than a month provided to get this done, CVT was instrumental in not only finding an alternative (Internet2), but organizing the switch for the other 4VA schools. This involved working with Internet2 to configure call routing on Call Manager and the Video Communication Server, testing signaling and bandwidth, and many other tasks such as adding other options to eliminate dependency on one outside network. CVT led the switch over, both from an engineering perspective and a planning/organizational perspective, and made it possible for the change to happen without any loss in service.

Communication and Planning

With the restructuring of the ITU's Administrative Systems Department, DoIT's Communication and Planning department assumed several new responsibilities that serve the entire ITU. These included administration of ITU listservs, creation and dissemination of ITU print publications, creation and dissemination of internal communication/ announcements, maintenance of organizational charts and coordination of survey completion. CaP continued to support colleagues in the creation, review, and editing of instructional and promotional materials and reports. A full review of the DoIT website was conducted this year and a process for updating the website each semester has been put into place. This is in addition to handling any immediate requests for content updates. As changes were made to the DoIT website, they were simultaneously made to the ITU Services website ensuring that all information regarding DoIT's services remained up-to-date for the Mason community to access. Additionally, several upgrades were made to the website this year including the Classroom Description page and the Equipment Checkout form. The CaP department also designs and authors the DoIT annual report.

DoIT Operations

This fiscal year, DoIT Operations oversaw all administrative and operational activities for DoIT including:

- Coordinated and implemented the 2014 annual ETF-O process and processed all requests for new faculty and staff
- Handled all DoIT departmental telecommunication needs
- Maintained two SharePoint servers
- Provided contract administration for Learning Space Design and reviewed quotes for 40+ classrooms (Lee Hartman Proposal - summer 2014 Refresh, Mason Global Center Proposal, and summer 2014 Classroom AV Refresh Proposal). As a result of these reviews, some proposals were modified.

DoIT Ops also assisted with the ITU office moves into or within Innovation Hall, planned and support staff events, and took on the Executive Administrative Assistant role while the position was vacant.

Accolades and Scholarship

The references that follow detail DoIT affiliations, honors, presentations, publications and courses taught.

Statewide, Regional, National, and International Affiliations

The Electronic Campus of Virginia (ECVA) is a cooperative instructional technology initiative among the state's public and private colleges and universities. <http://www.vacec.bev.net/>

The EDUCAUSE Learning Initiative (ELI) is a community of institutions, organizations, and corporations committed to advancing learning through IT innovation. ELI achieves this mission through a strategic focus on learners, learning principles and practices, and learning technologies. George Mason University is a member. <http://www.educause.edu/eli>

The EDUCAUSE Center for Applied Research (ECAR) provides subscribers with timely research and analysis to help higher education leaders make better decisions about IT. George Mason University is a subscriber. <http://www.educause.edu/ecar>

The IBM Cloud Academy is finding new and innovative ways to implement cloud computing within schools and universities globally. Cloud computing efforts at George Mason can be repeated on the campuses of other institutions. Through its membership in the IBM Cloud Academy, the Mason community connects with educational leaders who are also implementing cloud solutions, leading to best practices that benefit the broader educational community. <http://www.ibm.com/solutions/education/cloudacademy/us/en/>

The Networked Learning Collaborative of Virginia or NLCVA (formerly known as Electronic Campus of Virginia) is a learning technology federation among the Virginia's public and private colleges and universities. The goal of the NLCVA is to advance the academic missions and learning technology activities of member institutions through knowledge sharing, leveraged resources, and collaboration on innovative programs and ideas. <http://nlcvirginia.org/>

The Online Learning Consortium (OLC), formerly the Sloan Consortium (Sloan-C), is the leading professional organization devoted to advancing the quality of online learning worldwide. The member-sustained organization offers an extensive set of resources for professional development and institutional advancement of online learning, including, original research, leading-edge instruction, best-practice publications, community-driven conferences and expert guidance. OLC members include educators, administrators, trainers and other online learning professionals, as well as educational institutions, professional societies and corporate enterprises. <http://onlinelearningconsortium.org/>

The Science 360 Knowledge Network, sponsored by the National Science Foundation, information about breaking science news around the world. In 2011, the National Science Foundation and a pilot group of universities founded the Knowledge Network channel, a media consortium whose mission was to

communicate science and research broadly. Member institutions are involved in developing a multi-university communication network distributed over IPTV and Internet2. <http://science360.gov/files/>

Advanced Certifications

Clemons, Crystal. Crestron Digital Media Certified Engineer for 4K.

DiPietro, Joseph. Information Technology Infrastructure Library (ITIL) Foundations Certification.

DiPietro, Joseph. Online Learning Consortium (formerly Sloan-C) Advanced Online Teaching Certification.

Zahed, Arif. Crestron Digital Media Certified Engineer for 4K.

Awards and Honors

Davis, L. & DiPietro, J. Blackboard Catalyst Award for Exemplary Course, 2014.

George Mason University Television. *Generosity: George Mason*. Communicator Award of Distinction, 2014.

Councils and Committees

DiPietro, Joseph. Member, Association for Educational Communication & Technology (AECT).

DiPietro, Joseph. Member, American Educational Research Association (AERA).

DiPietro, Joseph. Member, Association for Talent Development (ATD).

Kehoe, Susan. Executive Board Member, Communications Media Management Association Board of Directors.

Kehoe, Susan. Judge, Alliance for Women in Media Gracie Awards.

Kehoe, Susan. Judge, International Academy of Visual Arts Communicator Awards.

Kehoe, Susan. Judge, International Academy of Visual Arts W³ Awards.

Olesova, Larisa. Chair, Affiliate Leadership Council, Teachers of English to Speakers of Other Languages International Inc. (TESOL).

Olesova, Larisa. Coordinator, Division of Distance Learning Crystal Award for Innovative and Outstanding Multimedia-Based Distance Learning Course, Association for Educational Communications and Technology (AECT).

Olesova, Larisa. Coordinator, ICT4ELT (Information and Communication Technology for English Language Learners, Electronic) Village Online Session, Teachers of English to Speakers of Other Languages International Inc. (TESOL).

Olesova, Larisa. Coordinator, TexTESOLV and Yakut TESOL Partnership, Teachers of English to Speakers of Other Languages International Inc. (TESOL).

Olesova, Larisa. Division of Distance Learning Proposal Reviewer, Association for Educational Communications and Technology (AECT).

Olesova, Larisa. Manuscript Reviewer, TESOL Journal (Peer-Reviewed Journal).

Olesova, Larisa. Member, American Educational Research Association (AERA).

Olesova, Larisa. Member, Association for Educational Communication & Technology (AECT).

Olesova, Larisa. Member, Teachers of English to Speakers of Other Languages International, Inc. (TESOL).

Olesova, Larisa. Section 3 (Technology Learning Environments) of Division C Proposal Reviewer, American Educational Research Association (AERA).

Presentations

Allen, Ben, Susan Kehoe, Richard Wood and Cliff Braverman, National Science Foundation. K20 Summer Retreat, via videoconference to Salt Lake City, Utah. Presentation: "Panoramic View of Innovative Distance Learning Efforts Across Informal Science Centers, Museums, and Federal Scientific and Technical Agencies." August 2013.

Brener, Amy & Reo, R. Association of Collegiate Computing Services of Virginia Annual Conference. "Uniting Universities: Teaching with Technology Initiatives that Help Education Go Global." March 2014.

DiPietro, Joseph. 19th Annual Sloan Consortium International Conference on Online Learning. "Is there a proctor in the house? A practical approach to implementing Respondus Monitor." 2013.

DiPietro, Joseph & Neaves, T. Washington Interactive Learning Technologies Conference. "Planning for disaster: Lessons learned through development of a synchronous online crisis simulation." 2014.

DiPietro, Joseph & Nodine, S. 7th Annual Emerging Technologies for Online Learning International Symposium. "Generating and refining design principles that support creation of small-group professional development interventions." 2014.

Kuo, Ying-Ying. World Conference on E-learning. "Best practice in designing an adaptable and extendable online course." October 2013.

Nodine, Steve & Reo, R. Association of Collegiate Computing Services of Virginia Annual Conference. "Birds of a Feather: Community of Instructional Design and Online Learning Support." March 2014.

Olesova, Larisa, de Oliveira, L., & Gilmetdinova, A. Teachers of English to Speakers of Other Languages (TESOL) Annual Convention. "Feedback 2.0: Using audio-visual/digital commentary to improve student writing." March 2014.

Olesova, Larisa & da Silva, J.A. Teachers of English to Speakers of Other Languages (TESOL) Annual Convention. "ICT4ELT: Information and communication technology for English language

teachers." March 2014.

Olesova, Larisa & Johnston, J. George Mason University Innovations in Teaching & Learning Conference. *"Effectiveness of audio feedback in Distance Education."* September 2013.

Olesova, Larisa, Smith, E., & Venkatesan, J. Teachers of English to Speakers of Other Languages (TESOL) Annual Convention. "Collaboration in a global world." March 2014.

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