Good Morning! Mary Ann and I are very excited to be a part of this session today. In the spirit of our topic “Collaborative Ventures, Collaborative Gains,” we will be presenting our information in a “tag team” format and I will lead off.

I began my career providing analog slides for the teaching of art and art history. The analog format did not require many partnerships across campus to be effective. Most of my interaction was with users in my own department.

Now that we have fully transitioned from analog to digital format, many complex partnerships across the campus have been formed to support the teaching and learning environment of the 21st century.

2. Tree

This diagram illustrates the collaborations that have occurred on our campus as a result of the transition to digital format. The tree shows all of the branches that support the educational experience for our students who are the fruit of our labors. Faculty receive curricular and financial support from the College, Schools or Departments, and the Visual Resources Center. They receive training and pedagogical support from Library organizations such as faculty development and instructional technology. Their classroom technology needs are met by Information Technology departments both at the university and departmental levels. As the Visual Resources professional, I not only collaborate, provide training, and support my local users, but also serve as the School of Art and Art History’s liaison with the University Librarians, with the Center for Instructional Technology’s classroom support staff and the MDID development team, and with Computing Support and Information Technology staff. When Mary Ann Chappell and I created this diagram, we envisioned it as being organic, green and growing, not just a static pie chart or bar graph.

The next slides will elaborate on the partnerships necessary to support teaching and learning.

3. Info Technology

As the School’s technology classroom liaison, I attend the Labs and Tech Classroom Advisory Group sponsored by Information Technology. Needed software and hardware upgrades are discussed as well as new policies and equipment requests. I interact directly with the classroom support personnel to have our MDID presentation software installed on the technology classroom computers and to have dual projection maintained in our lecture rooms. All of our Technology Classroom equipment is purchased and maintained through the Classroom Technology Services in consultation with the School Director and myself. Trouble shooting issues are a team effort.
4. VRC

The primary mission of the Visual Resources Center is facilitating and enhancing the study and teaching of art history, art education, aesthetics, and the fine and applied arts at James Madison University. The VRC is staffed by one full-time professional and one part-time assistant, along with two 10-hour undergraduate student assistants and 15-hours of graduate student assistant help. All of the staff works on digital image creation, image database management, and various research assignments.

Our main role is managing and developing the art and art history image collection. The Madison Digital Image Database, also known as MDID, plays a major role in managing this collection. The MDID is a secure web application that can be accessed 24/7 by faculty, staff and students, on campus and also off campus through a proxy server. The system permits faculty to create and package slide shows for classroom presentation, and for students to review outside of class. It also archives these slide shows for future use. Faculty are directly involved in collection development by regularly submitting printed materials to the VRC for scanning and upload or suggesting image collections for purchase. They can also upload personal images into MDID and then “suggest” those for inclusion in the Art and Art History collection. The VRC staff moderates the suggested images for quality, accuracy and copyright compliance prior to transferring the files to the collection. I work closely with faculty when they are developing new courses and when they are considering teaching a hybrid or online course to plan for the best option for providing the images that they need. I also work with faculty on images associated with their research and needed for presentations at conferences.

Collection development, whether it’s digital collections, books, or videos, is done in partnership with the Library. The JMU Libraries licenses image databases, such as ARTstor, for the university. Those licenses allow for the download of images into MDID. The Library also funds some of our special purchase requests for large image collections, such as Islamic artwork from the Freer Gallery of Art, for inclusion in MDID. On our campus, MDID is used by 18 departments and hosts over 4,000 active slideshows from several collections and includes an online video collection of nearly 2,600 videos for classroom use. The CIT administers the MDID servers and JMUtube used for the online video collection.

Now Mary Ann will discuss the role of collaboration from her perspective working in JMU’s Center for Instructional Technology and in her role of Library Liaison to the School of Art and Art History.

5. Org Chart

Let me give you a quick overview of the recent organization of Libraries and Educational Technologies at James Madison University, which I think sheds some light on collaboration and collaborative ventures for teaching and learning. JMU is committed to Faculty Development with two groups playing a key role: the Center for Faculty Innovation (known as CFI) and the Center for Instructional Technology (known as CIT). The CIT includes Systems, Research and Development, Classroom Technology Services, Faculty Development and other units devoted to faculty support.
6. Faculty Development

The Center for Faculty Innovation (CFI) inspires faculty to try out new teaching approaches that keep up with the current research on learning effectiveness—and they offer the support needed to make the innovations happen.

The CFI supports faculty research on the scholarship of teaching and learning. The information they provide is often faculty-initiated, faculty-tested and presented by faculty. They include everyone in this, from Graduate Teaching Assistants, to adjunct faculty, to department heads and school directors.

The CFI offers frequent workshops, ranging from practical information on teaching strategies for reaching Millennial students to philosophical issues on the how and why of teaching.

7. Instructional Technology

CIT focuses on technology in the academic experience. The CIT works with faculty on using flip cams for their students to create videos, recording their lectures and posting them online, and creating projects where students use social media tools to meet course objectives. The CIT provides the resources and support needed to make it happen. Services include a full video production studio, grants to purchase needed software, and a range of learning opportunities from online tutorials, house calls, workshops, and in-depth, immersive experiences.

8. Collaboration

With two organizations with missions to support faculty, there are opportunities for collaborations. The Center for Faculty Innovation and the Center for Instructional Technology collaborate to offer January and May Symposiums that offer faculty a range of learning opportunities in those rare times during the academic year when faculty can shift their focus from the demands of teaching.

9. Faculty Institutes for Online Course Development

CIT offers a variety of immersive learning experiences for faculty interested in using technology, such as Institutes for faculty planning to teach on-line or hybrid courses, where on-line activities replace face to face classroom instruction. The Summer Institute is a week-long training session where faculty receive hands-on experience using technology and benefit from mentoring sessions with faculty who have taught online. Faculty submit a proposal to participate in the Institute. Those who are selected, receive a $2000 stipend, access to technology resources, customized training and consultation, and production support. Since the Institutes started in 2003, nearly 200 faculty members from at least 14 departments have attended the online or blended teaching institutes.

10. Technology conferences

CIT also offers events such as the annual Teaching and Learning with Technology Conference. The Conference brings together educators to share best practices and insights on using technology to enhance the learning experience.
11. Technology Classrooms

Technology plays a vital role in the classroom, especially in the School of Art and Art History where faculty expect dual projection capabilities and fast, reliable access to high resolution image files. The challenge is balancing the need for sophisticated capabilities while keeping it simple to enable faculty with a wide range of technical skills to successfully use technology in any classroom across campus with minimal training. A very dedicated team of professionals in the CIT make this miracle happen despite tight budgets.

12. Systems, Research and Development

Whether you are talking about Blackboard, Wordpress, or the Madsion Digital Image Database (MDID), you are talking about computers that require care and upkeep. The CIT is responsible for Blackboard, Elluminate (teleconferencing product), Wordpress, and MDID. Blackboard is a mission critical system. In October 2010, JMU logged 28 million page views in Blackboard. The Systems, Research and Development unit in CIT developed the MDID. They work with faculty through a proposal process to provide programming to meet teaching needs.

Now Tina will elaborate on the primary collaboration between the VRC and CIT; the continued design and development of MDID.

13. MDID 3 Development

I have collaborated with the MDID development team since its inception. I work closely with Kevin Hegg and Andreas Knab, the programmers who have developed MDID into a digital media management system with sophisticated tools for discovering, aggregating, and presenting digital media in a wide variety of learning spaces. It is freely shared as Open Source software and used by nearly 100 institutions worldwide. Feedback is garnered from our JMU users and from the MDID users listserve. The vision for MDID is to embrace Web 2.0 and open access; encourage content sharing between individuals, institutions and the public; leverage collective intelligence through comments, ratings and tagging; and engage students by allowing them to add, create, share and manage content.

The following screenshots show MDID 3’s new content discovery interface.

14. Search MDID3

Users visually browse all available content or filter on any combination of keywords, metadata facets, content type, and other criteria. MDID3’s new federated search module can simultaneously find content in our local collections, such as the Madison Art Collection and the Histology collection, shared remote collections, such as artists’ books from Otis College of Art and Design, and in databases such as Flickr and the NASA Image Exchange. This screen shows some available local collections that can be checked and searched simultaneously, along with defining criteria in any field. Images from all of these sources can then be added seamlessly to presentations. The new federated search module can also find content in ARTstor, if your institution licenses this database. Once content is found, you can then download and add images to a presentation from the ARTstor website.
15. MDID Search Results

Based on user feedback and suggestions from students, content discovery in MDID3 starts immediately on the front page, which displays a selection of images accessible to the user. The user sees all available records in the “Explore” interface and then can refine the results by choosing facets or keywords. Facets are based on Dublin Core and by default are created by breaking up metadata into individual words. Using phrases for facets is also possible and makes most sense for controlled vocabulary fields such as creator or period.

16. Browse MDID 3

Social networking features and user involvement are now part of the system. Individual records and presentations can be tagged and commented on. Stable URLs (permalink) are available across all pages, meaning that any page in the web application can be bookmarked or linked to from other web sites, such as Blackboard. All authenticated users including students can now use the system to manage their own content, including uploading metadata and media files and creating presentations. File uploads can be limited by quotas to prevent users from overwhelming the system. MDID supports multiple viewers and print options, including slideshows, video and audio playlists, flash card generators, handout generators, and more. Here is a browse presentation page showing user content and links to accessing some of the viewers.

17. Media Viewer

MDID3 makes it easy to download images into PowerPoint. It also offers the Media Viewer that has been completely rewritten using newer technologies and incorporates requested features including thumbnails and dual screen projection. This screenshot shows the first image of a class lecture. A slider bar at the bottom brings up thumbnails of all the images in the presentation. To facilitate a response to discussion that develops in the classroom, it is easy to choose another image from the thumbnails to then view the full screen image.

18. Media Viewer

Here is the screenshot of the Media Viewer’s dual projection capability. When you click on the dual screen icon, a pop-up window appears that can then be dragged to the extended desktop monitor for side-by-side viewing. Each side is then controlled independently with the same functionality as a regular slideshow, such as zooming and panning. The metadata from the digital image database appears with each image along with any faculty annotations or notes.

19. Media Viewer

The screen can be split either vertically or horizontally within a slide show for showing full images and creating zoomed in adjacent details as illustrated here with “Joining the Hunt for Terra Incognita” by Evan Fitzgerald. In dual projection mode, each side can be split to view four images across. Additional mouse clicks and keyboard commands allow slide navigation, panning, and toggling between the show or hide information feature. (Evan Fitzgerald, "Joining the Hunt for Terra Incognita," Oil on Canvas, 2' x 8', 2010)
20. Teaching with Technology

Corinne Diop, professor of photography in the School of Art and Art History, was a faculty participant in one of the CIT Institutes for Online Course Development. Her proposal was for teaching an online course, the History of Photography. I remember the huge stacks of books she brought to the VRC for us to prepare her images for the online MDID lectures. We also identified images to purchase in support of her course. Corinne had to write up lecture notes for each image, which she provided both in MDID in the Notes field and in a Word document. Many people imagine that it’s easy to teach online, but there is actually an amazing amount of preparation required. Corinne used Blackboard for her classes, and in this screenshot you can see the layout with button links on the left side for everything the students need to access. They can chat about non-class related items in the coffee shop, post questions that don’t require a private email in the Questions forum, or check on their current grades, and they can link directly to the Discussion Board or the MDID lectures. (Untitled, 2010, by Cheyenne Crawford)

21. Weekly Modules

Corinne divided each week into four modules. The module shows what is required of the students and when it is due, with links provided to access it all. This screenshot shows that students are to watch a video on “Daguerre and the Photo Camera,” view a slide lecture on the invention of photography with notes provided in a word document, a link to the discussion board where they are given questions to respond to, and a directive reminding them to read and submit replies to their classmates’ posts for the last discussion.

22. MDID lectures

The MDID lectures are arranged in the order they will be covered, with themes noted that correspond to each module.

23. Online video

For videos that are part of the collection, faculty simply paste in the link for students to access them.

24. JMU Tube

Videos produced by the faculty or from appropriately licensed sources can be streamed and put on JMU Tube for easy access. A viewer actually shows up on the Blackboard page.

25. Online Course Feedback

As you can see on the screen, Corinne provided me with some student comments from her course evaluations. The feedback has been very positive, and students appreciate that the online class can fit into their busy schedules.

26. Screen-based

Corinne continues to develop online courses; most recently a studio class for graduate and advanced undergraduate students called Screen-based Photo / Video. The artwork they produced was created with online access as an integral part of it, and the success
of their internet artwork was an element of the critique. The students’ artwork utilized blogs, online video, and Flickr exhibitions. (Video still by Corinne Diop)

27. Student Projects

With MDID3, students have greater access to use the features of the software. During this semester of beta testing, faculty have been encouraged to assign projects that meet established course goals by expanding skills in critical visual analysis. One such project assigned by Laura Purvis, instructor of art history, involved groups of 5-6 students in her Renaissance to Modern survey course creating a small digital art exhibit. Each group was assigned a topic and each student was responsible for selecting one image related to the group’s topic. Students then wrote an exhibit label of approximately 300 words considering both formal characteristics and historical importance of the selected artwork in relation to the assigned theme. The analysis was tagged to the MDID slideshow that the group created. The group concluded the exhibit with an artwork from their surroundings; such as a photograph that a group member had taken, or another image that summarized the theme. A written justification for that final image was created by the group. This project involved full use of the database features of searching, uploading personal content, creating records and a slideshow. The students were shown an in-class demonstration on how to use the software and my visual resources assistant, Grace Barth, created a step-by-step handout on “How to upload content to MDID.” Here is a screenshot of the Health Sciences Group exhibit “Change in a Woman’s Body.” This shows the five images found in the database with the new uploaded sixth image. You can see the beginning of the student’s annotation for the second image and the permissions for each student in the project to collaborate together to create the art exhibit slideshow.

28. Student Projects

This screenshot is the Performing Arts Costume Group exhibit. The description states it is focused on how the costume is constructed to emphasize specific movements. The annotation is for the final image in the exhibit, which is a photograph taken at the JMU New Dance Festival during the past school year and was uploaded to MDID for inclusion in the group project. Feedback from the students was mainly positive. Their preference would be hands-on training in a lab environment and we are exploring different training options.

29. MDID3: The Collaboration Continues

Providing a multimedia platform that facilitates sharing and collaboration and that embraces the social web is key for our faculty and students. Imaginative faculty and students along with skilled programmers collaborated to create a dynamic platform for using media in teaching and learning, which has the potential for use not only for art and art history, but also by other disciplines within the university. The goal is to completely migrate to MDID3 in June. Successfully meeting this goal will require the continued collaboration between the Visual Resource Center, the faculty in the School of Art and Art History, the programmers in the Center for Instructional Technology, and Classroom Technology Services. Other departments within the university are looking for options for securing image and video collections that may open new doors for collaboration. This Open Source version of MDID offers new opportunities to collaborate with external MDID users. Supporting the teaching and learning environment in the 21st century will
test all of our abilities to adapt and find ways to make complex partnerships across the campus work to meet institutional outcomes. Thank you!