Faculty Spotlight Transcript
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I’m a lecturer in the English department. I teach Business Writing and a number of literature courses. I’ve been using technology for about six or seven years now, in the classroom. In addition to some of the Blackboard technology, I’ve been using some Captivate, some software that helps me to enhance my lectures.

When I first started using technology in the classroom, I was usually bringing my laptop, connecting that to whatever power projector they had, and using some of those sort of earlier tools, to project pictures, images, ideas, show differences in writing, and we used some of it to do some editing.

As we got Blackboard in, I started using that to enhance the outside-of-class aspects—to enhance some of the quizzes, and to post announcements, and to communicate more with the students. Then, I used Blackboard more to actually post some lectures, and some connections that way. So those were my first sort of introductions to technology in the classroom.

In about 2007, I started doing more with lectures, and sort of trying to publish them to HTML, in a very basic way because I didn’t have any skill with that, just using the publish-to-HTML software that came with Microsoft Word and Word Perfect. In 2009, OIT helped me to transition some of those lectures that were very very basic to an audio and interactive lectures. So that’s sort of been my transition from the very basic technology at the beginning to what I’m using now.

In 2009 I won a Faculty First grant, and OIT helped me tremendously to get my lectures from the very basic online posted reading lectures to interactive lectures. They helped me get the software for it, I used Adobe Captivate, and began to create lectures that would not only appeal to the students but also assess the students’ ability to understand and incorporate the material into their own practice. Both Iryna Loboda and Cyndy Edmonds just were incredible helping me get those lectures up and running, and it was a fabulous experience just in terms of what the students were then able to do, rather than just sort of passively being part of a lecture they were able to interact. We had things where they would click on some quiz assessment questions as well as scroll over some pop-up boxes. And it really helped their learning that they could assimilate the material much better, than just sort of sitting back and reading it.

If anybody is interested in doing any sort of technological work in their classroom, definitely contact OIT for any sort of advice at any stage. If you are sort of clueless, because I know I was fairly clueless about how to go about integrating my lectures, although I knew I wanted to—so getting in touch with OIT was a great way for me be able to do that, because they gave me the tools I needed, and helped me learn how to manipulate them and how to use them best. And not only that, they helped me learn how to use the technology that would help my students best, not just benefit me.