CTE NOTEBOOK

INSIDE THIS ISSUE . . .

From the Director . . .
by Dr. Mary Stephen, Director
Reinert Center for Teaching Excellence

One of the areas of emphasis at CTE over the past several years has been assisting faculty members interested in integrating technology into teaching. For this reason, integrating technology into teaching is a fitting theme for this issue of CTE's Notebook. Often when the words, technology and teaching, are used together, the immediate assumption is that the focus will be on technologies, when in fact, the emphasis should first be on teaching. In the book, *Managing Technological Change*, A.W. Bates states, "Good technology does not save bad teaching." I have used this quotation often because to me it underlies the importance of thinking first of teaching, and only after goals and objectives are clear, exploring ways technology might be used in helping to achieve those goals and objectives as opposed to thinking first of a technology and then trying to figure out how the technology fits into teaching.

Teresa Johnson, professor of Modern and Classical Languages and a CTE faculty technology mentor, leads off

Classroomvideo.slu.edu

brings digital video to the classroom and to WebCT. Digitize your classroom instructional media tapes and DVDs and make them available with this new interface tool available through the Instructional Media Center. See "Classroomvideo.slu.edu: Faculty Video Delivery in an Intranet Age" by John Ashby on page 5 of this issue.

From the Director . . . (continued from page 1)

the issue by sharing ways she uses both old and new technologies to enhance her teaching.

John Ashby, Director of ITS Educational Technology, introduces a new video appliance available on campus that will allow faculty members to enhance teaching by enabling students to view digital instructional media content in any SLU computer lab, library workstation, or in their own dorm rooms. Sandy Gambill, CTE"s Assistant Director and Coordinator for Technology and Learning, offers advice and examples to faculty members interested in beginning to integrate technology into their teaching.

In 2000, a generous grant from the Danforth Foundation enabled CTE to become home for the Technology and Learning Laboratory, a facility designed to enable faculty and graduate assistants to learn about and explore ways of using technology in teaching. That was also the year that I joined CTE in the new position of assistant director and coordi-

nator for technology and learning. One of my major responsibilities was to assist faculty interested in integrating technology and learning. Integration of technology into teaching continues to be an emphasis of CTE. A technology advisory board provides input on the Center's efforts in this area, and three members of the faculty recognized for successfully integrating technology and teaching serve as faculty technology mentors for other faculty. Current faculty technology mentors are Teresa Johnson (Modern and Classical Languages), J.J. Mueller SJ (Theological Studies), and Mark Reinking (Allied Health Sciences). The Center continues to work closely with Academic ITS and the libraries in planning programs, such as the Sixty Minutes: Technology in an Hour series, to support faculty use of technology. The Faculty Winter Institute is a major collaborative effort involving CTE and Academic ITS. We invite you to participate in these programs, and to contact CTE if we can provide guidance in exploring ways to integrate technology and teaching.

How I Incorporate Technology into Teaching . . . Some Practical Suggestions by Dr. Teresa Johnson

Interaction of Media, Cognition, and Learning*

The title of this book*, written by Gavriel Salomon, summarizes the situation in which instructors and students find themselves each time they meet in the classroom: Ideas are discussed, information is conveyed, questions are shared and, most of the time, learning takes place: Both the instructor and the student ideally walk out of each class session with new perspectives. From the overhead projector to

digitized videos, "media" is there to help the exchange. These comments will concentrate on two of these: the use of overhead projectors and transparencies and on WebCT contributions to the teaching/learning process.

Why write about overhead transparencies? Has this "media" not been around long enough for us to know all about it? Well, here are a few ways in which I use this faithful companion of every classroom.

Instead of the blackboard:

Two possible ways: a) key words are already typed on the slide (font size large enough for the student in the back row to see without difficulty). Comments, discussion, clarification, can be easily written on the transparency: using color markers if desired, to organize the flow of ideas. Advantages: much more interactive than the blackboard: the instructor is facing the students, thus facilitating the exchange. Students are able to take better notes since key words/ideas are visually

available to them.

1. b) Blank transparencies. Write on them as if were the blackboard, using color to emphasize or outline. A possible use of blank transparencies is to distribute half or a third of a transparency (along with color markers) to group leaders during a discussion period. Main points are written on the transparency and shown at the time of the report of each group. This greatly facilitates and speeds up the group reports, again, making it easier for all the students to take notes on the discussion. Prepared overheads: "The sky is the limit." Transparencies made of color photocopies or typed using color to enhance the message to fancy transparencies prepared in Power Point, they can help to organize, illustrate and add interest to the material presented. More than once a presentation has been saved by having a transparency backup of a professional presentation: the overhead is always there, rarely gives trouble. Compare this to needing a compatible computer, etc. to give a Power Point presentation at a conference.

Photocopies made on color transparencies are a very comfortable way to present book illustrations, journal covers or any other color material that enhances the oral message. I use the word "comfortable" advisedly: there is much to say about a simple, easy to use technology that does not

add any stress to the situation (Most overhead projectors have a spare lamp that can be easily changed).

If "the sky is the limit" with prepared transparencies, I do not know another saying that would describe the possibilities offered by WebCT in the interaction of media, cognition and learning. (I must state here that, without the wonderful help from the WebCT team, much of this would not the possible. There are times when learning WebCT can be frustrating, but there is always prompt and professional help on the other side of the telephone, ready to bail one out. Thanks a million, WebCT support team, for making this possible.)

The choice of tools to use is up to each instructor and usually is determined by the needs of the particular class in which it is used. Some of the tools are probably in most WebCT sites: syllabus, bulletin board, calendar. Others might be more subject/instructor specific, for instance, quiz, and my grade. I could summarize the use of WebCT as a teaching tool by saying "Not enough time in class for everything you would like to include? Try WebCT." A short comment about the first three tools I just mentioned. 1. Syllabus. The student has easy access to the general plan of the semester without worrying where it is filed or kept. Any doubts are quickly cleared up and time can be spent on better things than wondering

what is next. 2. Bulletin Board. Discussion topics can be posted by the instructor and/or by the students. The threaded discussion available in the Bulletin Board is especially helpful, since the topics under discussion are easily identified and can be picked up at any time, regardless of when they were posted. Keeping the Bulletin Board on line increases the possibility of discussion in an almost immeasurably manner. Students usually need a prompt such as including in the Syllabus "X number of postings: X original messages, X comments, are part of participation." The statement could easily include some guidelines as to the quality of the expected postings. These postings can also help in determining the grade when it is borderline, for instance between a C+ or a B, between a B+ and an A. The Bulletin Board can also be used to clarify assignments, comment on test items that might not have

Dr. Teresa Johnson pictured below

been discussed after the test is given, student questions about material discussed. I am citing actual uses students have make of the Bulletin Board in the last few classes. 3. Calendar. The difference between the syllabus and the Calendar is remote and proximate planning. The syllabus indicates what and when we are planning to do something. The Calendar tool keeps the schedule up to date: any changes, reminders, assignments, etc. can be posted in order to save time and explanation of procedures during the precious minutes allotted to each class. A most useful aspect of this tool is the capability of adding URLs to the date: When adding an entry a choice offered in WebCT is to include the URL of a website that is accessed by the student by clicking on the words of the entry (Clicking on the date will bring up the text in the entry, clicking on the words for that date will bring up the site, if there is any for that day. Also, the text is a different color if there is a website for that date). The "classroom without walls" comes true by using this possibility of the calendar tool: no more mistyping of the URL, no more confusion as to what you dictate or write on the board. Not only can the student "travel" virtually all over the globe, the search is

usually less painful and quicker than a totally open search. This does not mean that the student cannot be taught HOW to conduct research, but it does help direct and channel efforts towards a fruitful and not so frustrating search.The latest use of the Calendar tool that I have introduced in my class is the providing of a URL to access a video that has been digitized. My thanks here, again, to the Instructional Media Center for all their assistance in this project. Many classes assign videos to be watched and discussed by the students. Often there are not enough copies to distribute to students, there is need to keep track of the videos, students have to go to some central facility to view the videos if these do not circulate, etc., etc. With digitized videos available through WebCT, all of these limitations are part of a more unhappy past: Theoretically, now every student can watch the video alone, with classmates, at 3am, in the dorm...The quality is very good, especially in the small screens. I used this tool also to show the students how to access the videos—which I had put in as URL's in the calendar for the course—and the quality in the large screen of the classroom was quite good. This, of course, also facilitates the use of seg-

ments of video in the classroom: the URL can be entered on the day in which this segment is to be used in the classroom and the instructor simply brings up the exact part of the video that is desired, without searching at the last minute. This, of course is mainly possible in a Level 3 classroom, so this is a request for more level 3 classrooms on campus. A laptop can be brought in and plugged into the control panel of a level 2 classroom, but this implies a bit more trouble. It is still worth it, since videos seem to have a life of their own and usually are not ready to start exactly where you left them just before the class meets.

These comments on the Interaction of Media, Cognition and Learning are based on personal preferences. They are offered acknowledging that we cannot ignore technology, that there are many ways of incorporating it in our classes, and, especially that the choice of tools is up to the instructor.

Teresa H. Johnson, Ph. D.
Coordinator
Spanish Division
Technology Mentor, CTE

*Salomon, Gavriel. 1994. *Interaction of Media, Cognition and Learning.* Hillsdale, N.J.: Lawrence Erlbaum Associates.

Classroomvideo.slu.edu

Faculty Video Delivery in an Intranet Age
John M. Ashby

Faculty interest in the use of streaming video with WebCT courses increased last year, partly due to the reduced legal and copyright restrictions placed on instructional delivery through the TEACH Act last year. Yet the Internet itself still offers technical challenges to distant students using their own computers with such multimedia traffic: 56K modem or DSL/cable constraints…big events creating Internet congestion…PC or Mac compatibility…current software version changes. But for the on-campus learner, continuous improvements in the intranet infrastructure at Saint Louis University have now created the opportunity for students to view digital instructional media content in any SLU computer lab, library workstation, or in their own dorm rooms! A new instructional video "appliance" device was evaluated by ITS Educational Technology along with the Reinert Center for Teaching Excellence last spring, and the unit was put into service this summer based on extensive testing.

The faculty management interface, which is accessed at http://classroomvideo.slu.edu, provides the simple web-based tools needed for copying and linking the videos to a WebCT course for on-campus student use. Students just use WebCT as usual with embedded links calling up the videos from the appliance- try it yourself by clicking this hyperlinked example from a video by James Scott, a SLU English professor and well-known documentary producer: Inland Voyages

Instructors can have IMC staff digitize their tapes/DVDs to a "Newly encoded" folder using the utilities built into the video appliance, or may create their own videos using *Windows Media Encoder* version 7 with a video-capable computer and uploading them to an FTP site. After the digitizing is done faculty should move videos to their private folders for WebCT linking, preserving the security required for many fair-use activities. The default quality of these videos approaches that of VHS tape (1200Kbps), and they may be played either in a window or full-screen. Faculty can also "recompress" the videos to a lower quality (bit rate), if commuter students must use the videos over the public Internet, but IMC recommends only on-campus use for a quality instructional viewing experience. The video appliance is designed for individualized instruction across multiple locations for over 30 concurrent users, not for in-class student activities within one lab. Standard digitized videos use over 6 megabytes of storage per minute of video, so it is important to digitize only those portions that will be needed for instruction.

All Windows PCs have *Windows Media Player* installed for video viewing, and Mac versions are available for free downloads. So any lab on campus can be a viewing site, but headphones for listening and convenient evening/weekend hours make IMC (XHA100) and the Educational Technology Lab (SN114) particularly well suited to independent student viewing. And the student experience is far better than "waiting in line for the tape" when an assignment is due.

Ready to try it? Just follow these steps:

1. Use Internet Explorer with the URL http://classroomvideo.slu.edu:8129, and click "Watch". You'll be asked to login- use **demo** as the username and **edtech** as the password in order to access the public folders. Faculty accounts are typically set up with private folders (with read/write rights) as well.

2. Select the *SLU IMC collection* folder tab to see those titles for which IMC has obtained digital rights. Click the button to the left of a title to "play" the video through Windows Media Player.

Classroomvideo.slu.edu (continued)

Faculty Video Delivery in an Intranet Age
John M. Ashby
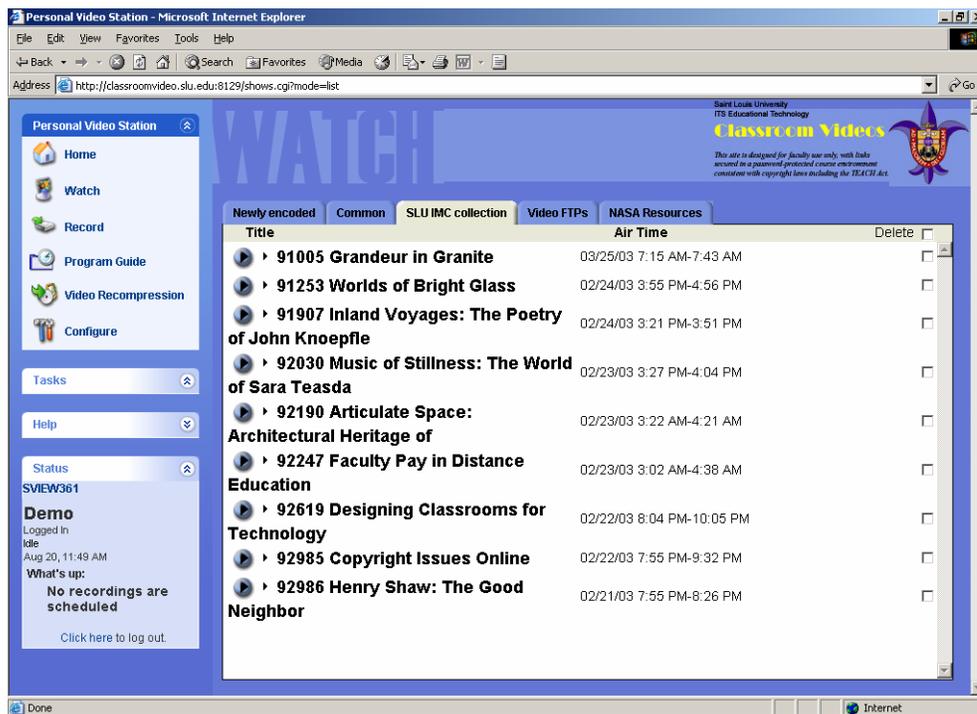
sions of copyright law and licensing contracts still apply to your videos, as always, but the TEACH Act provides specific exemptions from the more restrictive Digital Millennium Copyright Act that make the legal use of digital content transmissions in teaching much less risky than in the past.

Contact Ted Stahl (stahlrm@slu.edu) or Jonathan Grimm (grimmje@slu.edu) at 977-2919 for more information on preparing digital video content for streaming, including format conversion and duplication issues. Or call John Ashby (ashbyjm@slu.edu) at 977-2920 for advice on accounts, streaming, or copyright/licensing issues.

See also Appendix A, "Classroomvideo.slu.edu Glossary" on pages 18-19, and Appendix B, "SLU Audio/Video Quality Table" on page 20

thoring environment.

3. Choose *File…Properties* from the Media Player menu while the video is playing, completely highlight the URL that is displayed, and copy it with *Ctl-C.*

4. Paste the URL into the WebCT video link or any other password-protected web authoring environment.

It is very important to assure that only your own students have access to video course materials under password protection, in order to preserve your fair use defense for many teaching materials and to fulfill the requirements of most digital rights licenses. Other provi-

Mark Your Calendars!

CTE's 7th annual Faculty Portfolio Retreat has been scheduled for March 26 and 27, 2004 at Cedar Creek Conference Center in New Haven, Missouri.   Dr. Marilyn Miller of the University of Missouri, Columbia will direct a workshop that gives faculty the tools to successfully document teaching in preparation for the tenure process. More details will be available soon.

Grant Opportunities

NEH Summer Seminars & Institutes-Participants

The National Foundation for the Arts and Humanities Division of Education Programs will award summer seminar and institutes grants. Selection committees for seminars and institutes are directed to give first consideration to applicants with heavy undergraduate teaching loads and those who have not participated in an NEH-supported seminar or institute in the last three years. Each participant will receive a stipend according to the duration of the seminar or institute, whether four ($2,800), five ($3,250) or six ($3,700) weeks. The deadline for application is March 1, 2004. For more information see
http://www.neh.fed.us/grants/guidelines/seminars.html
or e-mail:
sem_inst@neh.gov.

NEH Fellowships for University Teachers

The National Endowment for the Arts and Humanities Division of Research Programs will award fellowships to individuals who are teaching part-time or full-time in college or university departments. The fellowship stipends will range between $24,000-$40,000. The deadline for applications is May 1, 2004. For more information please go to http://www.neh.gov/grants/guidelines/fellowships.html or e-mail fellowships@neh.gov.

Please contact the Office of Research Services at 977-2241 if you are interested in applying for these grants.

Saint Louis University - January 8, 2004

The Seventh Annual Faculty Winter Institute

ITS & CTE

Dr. Randy Bass to Address Seventh Annual Faculty Winter Institute

The Reinert Center for Teaching Excellence and Information Technology Services are pleased to offer an opportunity for Saint Louis University faculty to experience emerging educational technologies, and explore how these technologies can be effectively integrated into the learning environment. The Seventh Annual Faculty Winter Institute will be held on January 8, 2004.

Dr. Randy Bass, Executive Director of Georgetown's Center for New Designs in Learning and Scholarship, will deliver the keynote address, "Changing Faculty Roles in New Learning Environments and the Scholarship of Teaching and Learning." In addition to being an Associate Professor of English and a member of the American Studies Committee at Georgetown University, Dr. Bass is the director of the Visible Knowledge Project, a five-year scholarship of teaching project exploring the impact of technology on learning in the humanities, and the Director of the American Studies Crossroads Project, an international project on technology and education in affiliation with the American Studies Association.

More information and registration will be available on the web at http://institute.slu.edu after November 21, 2003. For more information about Dr. Bass, explore his website at http://www.georgetown.edu/faculty/bassr/

The Technology Corner

by Sandy Gambill,
Assistant Director & Coordinator of Technology and Learning,
Reinert Center for Teaching Excellence

In the last issue of CTE Notebook (http://cte.slu.edu/ctenewsletter/CTENBSum03.pdf), I made some suggestions for integrating learning technologies into teaching philosophies. In this column, I'd like to make a suggestion to faculty who are just beginning to explore incorporating technology into their classrooms: start small!

A persistent myth surrounding the use of technology is that it will make everything you do in the classroom easier, thereby freeing up loads of time for more engaging pursuits such as writing the great American novel or brokering world peace. This may be the case for some super teacher/technologist, but I personally have never reached that nirvana. Almost every time I use technology in my classroom or for a presentation, I spend more time in planning, and constructing the activity than I would have otherwise. So why use technology at all? The technology has to help you do something better than you can do without it. This brings us back to "start small." To avoid falling into the black hole that eats all time, pick one thing you think technology could help you do a better job of teaching, and start there, approaching the technology in small steps. Steve Gilbert and the TLT

group have hung the term LTA or Low Threshold Application on rapidly expanding collection of technologies that help you start small. TLT defines a LTA as a technology that is "reliable, accessible, easy to learn, non-intimidating and...inexpensive." At Saint Louis University, PowerPoint is one technology that fits that description. PowerPoint is certainly accessible now that the

University has an agreement with Microsoft to provide the software to all faculty, and the Danforth grant which let us equip so many classrooms with computers and projectors makes it possible to use technology in the classroom. PowerPoint is relatively easy to learn, and there are a variety of resources for assistance, both on and off campus.

Winners of Faculty Notebook Computer Program Announced

When the CTE's Learning and Technology Laboratory notebook computers were refreshed over the summer, full-time tenure track faculty were invited to submit a proposal to receive one of the gently used Dell laptops being removed from the lab. Applicants wrote a description of how they would use the computer in their teaching and agreed to present ways they had increased their use of technology in teaching in a public forum, such as demonstration at the Faculty Winter Institute, CTE Effective Teaching Seminar, or an article in the CTE newsletter.

We received more than 20 applications for the 12 laptops. Members of the Technology and Learning subcommittee of

the CTE's advisory board selected winners in a blind review process. The selection committee looked for a clearly stated teaching objective combined with a strong likelihood of successful implementation of the objective with the one computer. Congratulations to the following faculty members who wrote the successful proposals.

Julie Birkenmaier
Barrie Bode
Bryan Clair
Lorenzo Covarrubias
Retha Edens
Robert Hughes
Paul Jelliss
Dyan McGuire
Nikki Murdick
Krishnaswamy Ravindra
Ann Rule
Joseph Salerno

So PowerPoint definitely fits the bill as an LTA. In keeping with the "starting small" spirit, you might not want to create a PowerPoint presentation for every lecture, or for an entire lecture. Perhaps you'll simply create a few slides to help better illustrate one concept that seems difficult for students to master. Let's look at some other ways you might use PowerPoint effectively in the classroom.

PowerPoint is a great help organizing your thoughts when creating a lecture. In the classroom setting, a PowerPoint presentation helps students focus on the lecture, and appeal to a variety of learning styles. Even when you are "starting small" it's easy to incorporate charts, diagrams, and images to help illustrate your point and appeal to visual learners.

Making your slides available in a paper format is an excellent way to help students focus on what you're actually saying in class, rather than struggling to copy down every word you speak and everything you write on the board. Highlight the key points on your slides and suggest students start there as a note taking tool.

Another good strategy is to give an incomplete set of slides as a student handout. Complete the PowerPoint file you'll need in class for your lecture, then save a second copy of the presentation under a different name. This is the copy you'll distribute to students. In this student copy, delete several key points- perhaps a line from every slide or even a few entire slides. Not only will this encourage students to

attend to your lecture to fill in key points, it will also engage kinesthetic learners by giving them something to do. They won't spend the entire class writing rather than listening and processing the lecture, and they will have some physical engagement with the material.

Explore these resources to learn more about LTAs, and PowerPoint.

The TLT Group's LTA website
http://www.tltgroup.org/ltas/Intro.htm

ITS's Training Schedule for PowerPoint classes
http://www.slu.edu/its/training/schedules/index.html

Florida Gulf Coast University Tutorial
http://www.fgcu.edu/support/office2000/ppt/

Mark Your Calendars for the first
ORS/CTE Teaching and Research Forum
"I Wasn't Hatched That Way: Integrating Teaching and Research"

Friday, January 9th, 2004
Sponsored by the Office of Research Services and the Center for Teaching Excellence

Featuring a keynote speaker from the National Science Foundation and a panel of faculty members who will present how they integrate teaching and research. Detailed information about registration will be available soon.

"Technology and Teaching" Resources in the Faculty Resource Room

The CTE Faculty Resource Room provides a casual, flexible space for faculty to browse CTE collections and exchange ideas about teaching. Along with a computer station and comfortable reading chairs, this room contains our expanding print resources and houses our videotape library along with a television and VCR. These resources cover a wide range of topics related to teaching. The room also has a conference table and chairs, providing an excellent site for small discussion groups or brown-bag lunches. The CTE Resource Room is available by contacting the main CTE office in Verhaegen 314, (phone 977-3944 or by e-mail: cte@slu.edu).

Video Cassettes:
Best Practices: Integrating Technology and Teaching 1/2003
Making the Most of Teaching, Learning, and Technology in Higher Education 3/30/2001

Books:
Quick Hits Bender, Eileen
Tools for Teaching Davis, Barbara
Teaching with Style Grasha, Anthony F.
Collaborative Learning Hamilton, Sharon J.
Journal of Research and Technology in Education Schrum, Lynne
Changing Practices in Evaluating Teaching Seldin, Peter
What Curriculum for the Information Age? White, Mary A.

Articles:
"Preparing Technology-Competent Teachers: A Strategy for Multicultural Schools" Beckett, Carol E. *The Journal* Vol. 30 No. 11
"Technology for Charter Schools Too: A Team-Based Training Model" Wendol, Daniel & King, Tom. *The Journal* Vol. 30 No. 9
"Accessible Education Through Assistive Technolgy" White, Elizabeth A. *The Journal* Vol. 30 No. 7
"Bridging the Digital Divide" Swain, Colleen & Pearson, Tamara. *Learning and Leading with Technology* Vol. 28 No. 8
"The Digital Divide" Yoder, Maureen B. *Learning and Leading with Technology* Vol. 28 No. 5
"Student-Centered Use of Highly Interactive Computer Software" Moursund, Dave. *Learning and Leading with Technology* Vol. 28 No. 7
"The Virtual Tour: A Web-Based Teaching Strategy" Tomei, Lawrence and Balmert, Margaret. *Learning and Leading with Technology* Vol. 28 No. 6
"Is Information Technology Improving Education?" Moursund, David. Learning *and Leading with Technology* Vol. 26 No. 4
"Assessing Technology Skills for Educational Leaders" Johnson, Doug & Bartleson, Eric. *Learning and Leading with Technology* Vol. 29 No. 2
"Preparing Internet-Ready Teachers" Erlanger, Wendy & Roblyer, M.D. *Learning and Leading with Technology* Vol. 26 No. 4
"Teaching with Technology: Roles and Styles" Honey & Moeller. Folder A6
"Technology's Promises and Dangers in a Psychological and Educational Context" Salomon, Gavriel. Folder A6
"Building the Constructive Toolbox: An Exploration of Cognitive Technologies" Greening, Tony. Folder A6
"Educational Reform" Hardaway, Don & Will, Richard P. Folder A6
Technology and Learning Vols. 21-23

Professional Development Opportunities in Pedagogy

The Sun Conference on Teaching and Learning
March 5-6, 2004
University of Texas at El Paso

This international conference gathers university faculty and instructional staff to share their latest successful ideas on teaching practice in higher education. Keynote speakers will include Dee Fink, Brian Coppola and Lary K. Michaelsen. The deadline for submissions is November 1, 2003. Online registration begins on December 1, 2003. For more information about this conference, please visit www.utep.edu/cetal/sun or call (915)747-8794.

Lily Conference on College & University Teaching—West
March 19-20, 2004
Kellogg West Ranch at Cal Poly Pomona

Stephen Upham, President of Claremont Graduate University will lead off this conference with a keynote address on "Transdisciplinarity in Higher Education." Registrations for this conference are due December 19, 2003. For more information please visit
http://www.iats.com/conferences/west2004_info.shtml

The Teaching Professor Conference: Celebrating Teaching and Promoting Learning
May 21-23, 2004
Hilton Philadelphia/Cherry Hill

This conference offers four tracks, panels and poster sessions for various roles and concerns of teaching professors. The four tracks are: Track 1-"Flexibility, Adaptability, Vitality and Advocacy: Peers, mentors and staying 'alive' in higher education today"; Track 2— "Learning: What does learning mean and how does that change my teaching?"

Track 3— "The Sensible Use of Technology: Beyond beep and click, how does technology promote learning"; Track 4 — "Teaching As Scholarly Work: Rewarded and Recognized." For more information about the conference, about submitting proposals and registration, please visit the website:
http://www.teachingprofessor.com/ conference or contact *The Teaching Professor*, 2718 Dryden Drive, Madison, WI 53704-3086, (800)206-4805 or e-mail: conferences@magnapubs.com.

Faculty Development for Teaching, Learning and Technology: Principles in Practice
June 14-18, 2004
Portland State University

This conference offers two tracks, one for administrators and one for faculty developers. The featured presenters are Alan Guskin and Mary Marcy, Co-Directors and Senior Scholars for the Project on the Future of Higher Education at Antioch University. For more information, please check the website:
www.oaa.pdx.edu/cae/smrinst04.html or contact Devorah Lieberman, Vice Provost & Special Assistant to the President at (503)725-5642 or liebermand@pdx.edu.

SAPES/STLHE 2004: Society for Teaching & Learning in Higher Education
"Experiencing the Richness of the University Mosaic"
June 17-19, 2004—University of Ottawa
www.uottawa.ca/services/tlss/stlhe2004

ICED 2004: The International Consortium for Educational Development
"Defining a profession, re-defining actions: the convergence of goals of University Professors and Faculty Developers"
June 21-23, 2004—University of Ottawa
www.uottowa.ca/services/tlss/iced2004

CTE Schedule

Fall 2003 Effective Teaching Seminars

November 18 @ 1:30 p.m.   Low-Tech Strategies to Incorporate
November 21 @ 1:30 p.m.   Technology into your Teaching*
Verhaegen 212   Sandy Gambill, Assistant Director
                                             Reinert CTE

November 25   Deadline for completion of portfolios
                                             for December certificate awards

December 5 @ 3:30-5:00 p.m.   Certificate Ceremony
Verhaegen 119

*Meets the certificate requirement as one effective teaching seminar.

The Spring 2004 Effective Teaching Seminar Schedule will be available very soon. Please check the CTE website for details in the near future—cte.slu.edu.
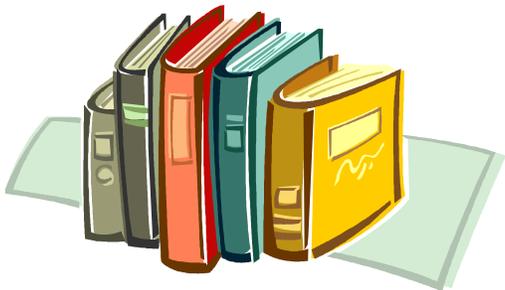
The Spring 2004 CTE Faculty Book Club

Join Dr. Mike Grady (Educational Studies) and Dr. Roy Cheatham (Leadership and Higher Education) as they host the second CTE Book Club in the Spring 2004 semester. The book will be *The Elements of Teaching* by James Banner and Harold Cannon. The University Bookstore is co-sponsoring the club and will offer faculty a 20% discount on the book. Enter to win a free copy of the book on the CTE website: cte.slu.edu. The drawing will be held on Wednesday, December 5th. Please contact CTE at 977-3944 or email cte@slu.edu for more information.

Helpful Technology Websites

Digital Games: http://www.webct.com/games
18 to 22 year-old students have never known a world without video and computer games. Therefore, incorporating educational games into the classroom can be an effective teaching strategy for a variety of subjects. This new WebCT community offers links to tools that will automatically create simple games such as crosswords and jigsaw puzzles, research on the usefulness of games in education, and an online discussion area where you can interact with other faculty interested in this area.

Syllabus Radio
Syllabus Magazine (http://www.syllabus.com) has been a long-time staple for faculty interested in technology, but did you know that Syllabus now has an online radio service? Point your browser to http://www.syllabus.com/radio/index.asp to hear weekly presentations on topics such as "Smart Use of Smart Classrooms" and "Using Technology to Create Collaborative Workspaces."

A Tour of Arts and Humanities Teaching Sites
http://tlt.its.psu.edu/suggestions/ArtsHumanities/
This directory from Penn State offers an amazing number of links to websites helpful in teaching Arts and Humanities courses, a method to categorize sites by function, and tips for creating your own teaching website.

Catching Up With Blogs
http://www.learningcircuits.org/2002/apr2002/ttools.html
Blogs (personal web logs) are revolutionizing the manner in which people communicate on the web. This article from the American Society of Training and Development is an excellent overview of Blogs and their potential to change communication in and out of the classroom.

Learning Object Repository
http://elearning.utsa.edu/guides/LO-repositories.htm
Learning objects include simulations, interactive data sets, quizzes, surveys, annotated texts, and adaptive learning modules intended to help teach one concept or unit in a course. This page from University of Texas, San Antonio provides an extensive list of learning objects available on the web.

60 MINUTES—TECHNOLOGY IN AN HOUR

**Using Electronic Tools to Extend Classroom Discussion**
Sandy Gambill, CTE
December 2, 12:00-1:00 p.m., Verhaegen 212

This session will focus on the effective application of electronic communication tools such as threaded discussion, chat and Instant Messenger. Guidelines for choosing the most appropriate tool, moderation techniques, and discussion rubrics will be covered.

Please register on-line @ http://sixtyminutes.slu.edu

WebCT Training
Fall 2003 Schedule
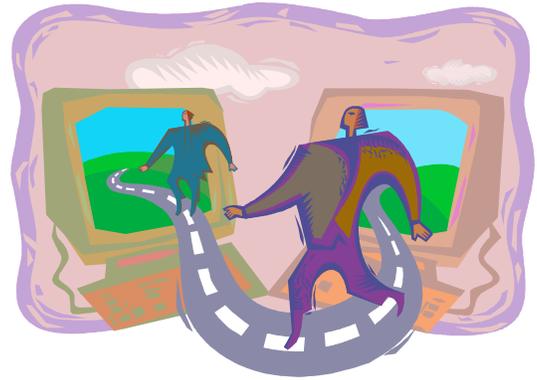
These sessions are offered jointly by the ITS WebCT team and the Reinert Center for Teaching Excellence. All sessions will be in Verhaegen 212, and last approximately 90 minutes. Please call Kim Scharringhausen at 977-3522 to register.

- **Using the WebCT Gradebook** **November 18 @ 9:00 a.m.**

Advanced Tools
This series is aimed at experienced WebCT users.

- WebCT Quizzing and Respondus II December 2 @ 9:00 a.m.

- **Student Presentation Tool** **December 9 @ 9:00 a.m.**

Please join us!
Wednesday, November 12, 2003
3:30-5:30 p.m., Verhaegen Hall 219

You are invited to a special faculty event at the Reinert Center for Teaching Excellence.   Meet in Verhaegen Hall, Room 219 for:
- Samples of food from local restaurants and other refreshments
- A discussion of the culture of SLU and/or a discussion focusing on our students—who are they and what are they like?
- An orientation to the CTE Technology and Learning Lab

Sponsored by the Mentoring Committee of the Reinert Center for Teaching Excellence. For more information, please contact the Center at 977-3944 or e-mail us at cte@slu.edu.

Appendix A

Classroomvideo.slu.edu Glossary

The following terms are by no means exhaustive, but should serve as a useful starting point for users trying to "decode" some of the terminology associated with digital video delivery.

- **Asynchronous:** Refers to activities that occur outside the boundaries of "real time". For example, students viewing a video at times they individually choose, and different from the time it was recorded, are asynchronous activities.
- **Bitrate:** The number of "bits per second" of data (0s and 1s) that are required to deliver picture and sound at the recorded quality settings. Some streams can maintain sync at lower bitrates by "rebuffering", by reducing frame rates, or by dropping video frames.
- **Codec:** Coder/Decoder...a list of instructions embedded in hardware or in software that tell a recording or playback device how the information is compressed. A player typically requires the same codec as was used for the original recording/compression.
- **Copy Protection:** Several technologies are used across multiple format to reduce or eliminate duplication of copyrighted materials. This includes Digital Rights Management technologies in streaming, Macrovision in videos, and DVD encryption/zone algorithms.
- **Concurrent:** The number of users that can be served at the same time. At standard bitrates, 50 users can be concurrently supported by the video device and by SLUnet, but this is intended for individual asynchronous use. A classroom full of students trying to use videos all at once would likely overload the capacity of that local network segment, resulting in poor playback.
- **Encode:** This term refers to digitizing analog or digital media content in a specific format, such as WMV with specific audio and video settings.
- **File Size:** The amount of storage required for digital video at the standard 1200kbps quality is approximately 600MB per hour of content.
- **Frame Rate:** A measure of picture quality that correlates to the perception of smooth motion. 30 frames/sec. is the standard for television, 24 frames/sec for film.
- **FTP:** File Transfer Protocol. Type the following URL into Internet Explorer to drag your files into an FTP folder that is accessible as a SLU public folder: ftp://kubrick.slu.edu/ClassroomvideoFTP/
- **Importing:** Bring video content from an existing digital format into another delivery format. *Classroomvideo.slu.edu* can play back WMV and ASF files natively, but importing is supported from AVI and MPEG-2 as well for transcoding. Files are typically place in an FTP directory for this purpose.
- **Linking:** Embedding of a URL to a video that is in a private folder into a WebCT or other password-protected environment.
- **MPEG-2:** The high-quality compression format that is native to DVD, HDTV, and many digital video recorders. SLU's video system can convert some MPEG2 videos to WMV for streaming.
- **Passwords:** Since any user can change his/her own password, only faculty may have accounts in *Classroomvideo.slu.edu*. Adding ":8129" takes you directly to the faculty folders, instead of the account maintenance options. Students typically access videos via WebCT links created by the instructor.
- **Picture Size:** The number of pixels digitized in a captured frame. 320 x 240 is common in streaming; US television is typically equivalent to 720 x 480.
- **Private Folders:** Video listings in *Classroomvideo.slu.edu* that appear only to the faculty user who owns the account with which the private folder is associated.

Appendix A

- **Public Folders:** Video listings in *Classroomvideo.slu.edu* that appear to all users. Content in these folders must be licensed, permission-cleared, or in the public domain. One public folder, "Newly Encoded", is the default folder where new recordings are stored until an instructor moves them to a private folder.
- **Streaming:** Delivery of continuous digital data that is intended for live consumption over a "time" dimension, rather than for capture to a local file.
- **Synchronous:** In sync with real time activities. For example, interactive videoconferencing requires participants to be at both the "originating" and "receiving" site at the same time, despite time zone/clock differences.
- **TEACH Act:** The "Technology, Education and Copyright Harmonization Act" was signed into law November 2, 2002. It redefines the conditions under which nonprofit educational institutions may use copyrighted materials via digital transmissions without permissions or royalties. It has also had the effect of providing an incentive for rights holders to license many materials for digital distribution. The TEACH Act specifically addresses "fair use" as it applies to digital transmissions used for instruction, and significantly changes the application of DMCA to educational activities.
- **Transcode:** Change the digital format of a video in bitrate or codec type. The SLU video appliance can transcode MPEG-2 or ASF files to WMV, or can transcode the bitrate of a WMV recording to a lower speed for Internet delivery.
- **Unicast:** This digital transmission mode sends one data stream per user at the transmission rate required by the video stream. It thus limits the number of users at one time to the smallest "bandwidth" in the data path (typically, the server).
- **Video Quality:** The combination of picture size, frame rate, and compression method together determine picture quality in a recorded video file. Bandwidth available may also contribute to playback quality.

WMV: Windows Media Video format, the file format that is used for delivery of SLU video content. The standard recording settings at SLU record in this format using the codec for Windows Media Video v.7 (at 320x240 and 30 frames/sec.), Audio v.8 (at 44kHz stereo). WMV streaming videos cannot be copied by a student viewer.

Appendix B

SLU Audio/Video Quality Table
Specifications are subject to change

Quality	Num-ber Simul-Stream 100Mb	Bit Rate	Size -1hr.	Hours 80GB	Video Res.	Frame Rate	Audio Rate
…Low Dialup	3000	28.8Kbps	15MB	9,000 Hrs.	240X180	10Fps	6KHZ Mono
High Dialup	1500	56Kbps	25MB	4,500 Hrs.	240X180	15Fps	11KHZ Mono
Single ISDN	2000	47Kbps	20MB	3,000 Hrs.	240X180	12Fps	22KHZ Mono
Dual ISDN	1000	100Kbps	50MB	1,500 Hrs.	320X240	15Fps	22KHZ Mono
Low Cable /DSL	500	200Kbps	100MB	750 Hrs.	320X240	15Fps	44KHZ Mono
Med. Cable /DSL	225	400Kbps	200MB	400 Hrs.	320X240	20Fps	44KHZ Mono
Near VHS	100	800Kbps	400MB	200 Hrs.	320X240	25Fps*	44KHZ Stereo
VHS	75	1.2Mbps	600MB	130 Hrs.	320X240	30Fps	44KHZ Stereo
Near DVD	40	2.2Mbps	1.3GB	75 Hrs.	320X240	60Fps	44KHZ Stereo
Very Near DVD	To be tested	TBD	TBD		640X240	60Fps	44KHZ Stereo

Find us and this newsletter on the web at cte.slu.edu or call (314)977-3944.

CTE *Notebook* designed and published by the Reinert Center for Teaching Excellence staff. Please contact Lori Hunt, *Notebook* editor, if you have any comments, suggestions or questions, huntla@slu.edu.