UNC TLT Collaborative, FY 2000–2001
Report on Spring 2001 Campus Funding Allocation ($8500)

1. Campus: UNC Charlotte

2. Project category or categories:

A. TLT Professional Development – Concept Mapping with Inspiration ($3,500)
Other Campuses receiving allocations in this category: NCSA

B. TLT Wireless/handheld computing ($5,000)
Other Campuses receiving allocations in this category:
ECU, NCAT, NCCU, NCSU, UNC-C, UNC-W, WCU, WSSU

3. Project(s) overview(s): Because the requested funding contributed to two different projects, each is described separately in the following:

A. WIRELESS LAPTOPS:
One part of the allocation was used to contribute to a collaborative project between the Information Commons faculty/staff of Atkins Library and the Faculty Center for Teaching. The funding will assist in the development of two wireless instructional classrooms in the library with a shared mobile laptop resource (laptops and recharging/security cart). One classroom is currently devoted to Library instruction and the other is one of the instructional spaces used by the Faculty Center for Teaching for faculty development workshops/instructions. The basic research questions that we will be addressing are: 1) In what ways would the use of wireless laptops enhance library instruction and in what ways does it interfere with that process?; and 2) In what ways would the use of wireless laptops enhance faculty development activities and in what ways does it interfere with that process?

Because this project has utility for library instruction and faculty development, both applications of the proposed wireless instructional facilities will be shared with the other campuses but with different audiences in mind. The benefits/drawbacks for library instruction would be communicated using appropriate channels in the state library networks as well as the Collaborative. The benefits/drawbacks for faculty development activities would be communicated through a variety of formats, including the portal, and a workshop or other form of presentation that would have applicability for The Collaborative as well as the Association of UNC Teaching Center Directors. In addition, it is very likely that the results of both applications will be presented jointly at appropriate professional meetings, (POD, Educause, etc.)

B. CONCEPT MAPPING THROUGH THE USE OF "INSPIRATION":

The purpose of this part of the allocation is to contribute to an examination of the use of concept mapping as a tool that allows users (faculty and students) to visually display key concepts and their relationships in key ways. The professional literature suggests that there are many possible uses for concept mapping that have utility in academic settings. These include idea generation, design support, enhancement of communication, enhancement of learning, as well as assessment. The purpose of this project is to develop a delivery strategy that would allow faculty in diverse disciplines to learn about concept mapping possibilities and best practices, and to provide them with software that would allow them to readily adopt this instructional and pedagogical tool. INSPIRATION is a relatively simple-to-learn software package that contains an integrated diagramming and outlining views that work together to help users focus on the ideas and not the drawing of the diagrams.

This project is one that has ready-made collaboration built into the conceptualization of the project. Although UNC Greensboro has not requested funding for its role in this project, it will join with representatives of the Schools of the Arts, and UNC Charlotte to develop a sharable resource for this teaching and learning strategy and the software that facilitates its use. Among the three schools, the collaboration would include both a context for the strategy (teaching/learning literature support), as well as applications across the three universities (and best practices elsewhere) that potentially involve multi-disciplines, various levels of students, and use in technology-enhanced and distance ed. courses. The results would be communicated through a variety of formats, including the portal, and a workshop or other form of presentation that would have applicability for The Collaborative as well as the Association of UNC Teaching Center Directors. In addition, it is very likely that the results of the project will be presented jointly at appropriate professional meetings, (POD, Educause, etc.).

In both proposed projects, we will be providing updates on the projects for the portal and will welcome visits from our colleagues to observe our progress. We will also make every effort to communicate our progress/results to a audience beyond the UNC system to obtain feedback and other forms of review.

4. Budget summary:

A. WIRELESS LAPTOPS:

 $5,000 from the TLT Collaborative was put towards a total cost of $35,000 for the equipment. The equipment that was purchased for the project includes a Cisco base unit and antenna (as well as back-ups for each of these), 20 Dell laptops (Latitude CPtS600GT, Celeron) and a portable cabinet that allows the laptops to be recharged, secured and transported from room to room in the Library. The items purchased were selected by a constituent committee (Dr. Sallie Ives, Director of the FCT, Dr. Russell Bailey, AUL for Information Commons, Michael Winecoff, Systems Librarian, and Drew Hartman, Computing Services Network Specialist). The purchased technology conforms to compatibility protocols (802.11B) for all other UNC Charlotte wireless development.

B. CONCEPT MAPPING THROUGH THE USE OF "INSPIRATION":

$3500 from the UNC TLT Collaborative was used to purchase 120 copies of the visualization software INSPIRATION, 12 copies of "Getting Started, Inspiration Version 6", 1 copy of the "Classroom Ideals Using Inspiration For Teachers by Teachers", and the rest was used with additional funding from the Faculty Center for Teaching towards the purchase of a digital camcorder and tripod. The camcorder will be used to document the progress of dissemination of the use of the software across the curriculum.

5. Participants:

A. WIRELESS LAPTOPS:

Project Administrators:
>   Dr. Russell Bailey, Associate University Librarian
>   Dr. Sallie M. Ives, Director, Faculty Center for Teaching

Technical support:
>   Michael Winecoff, Systems Librarian

Instructional Support:
>   Dr. Sallie M. Ives, Director, Faculty Center for Teaching
>   Donna Gunter, Library Instruction Coordinator and Education Librarian

B. CONCEPT MAPPING THROUGH THE USE OF "INSPIRATION":

Project Administrator:
>   Dr. Sallie M. Ives, Director, Faculty Center for Teaching

Instructional Support:
>   Dr. Sallie M. Ives, Director, Faculty Center for Teaching
>   Donna Gunter, Library Instruction Coordinator and Education Librarian
>   Anne Hakenewerth, Director of Health Informatics
>   Dr. Deborah Langsam, Faculty Associate of FCT and Associate Professor of
>   Biology

6. Results of collaborative work:

A. WIRELESS LAPTOPS:

At this point in time, the equipment is in the library, and we have been preparing the laptops in the following steps:

1) Laptops unboxed and separated (manuals, CDs and components)

2) Labeled with the computer name for security reasons and assuring that the network card remains with the computer.

3) Tagged and stamped by Fixed Assets.

4) Registered each wireless network card with Computing Services via the Host Registration Form.

5) Install security devices to keep the laptops in the Library.

6) Decide on the users. We will be having multiple users for the laptop environment with very different instructional needs, and preferences. This step is necessary to ascertain what the software configuration should be, including what network the computers should log into and what application software should be installed on them. At this point in time the Library operates on both NT and Novell networks and provides Library instruction using both networks. The Faculty Center for Teaching has a more defined focus in its network and software needs. It will make use of supported Microsoft Office as well as the visualization software, Inspiration, purchased with the other part of the TLT Collaborative allocation (see below).

7) Install the software. Ideally the laptops could be "ghosted" since they will all contain the same information and have the same configuration. (This process takes an image from a configured computer and sends it to all of the laptops at one time.) This method, however, has proven impossible since the hardware configuration is incompatible with the imaging software. Therefore, each computer has to have the software installed separately. We are at this stage now.

At this stage in the process we are focused on the technical issues and will move as quickly as possible to training ourselves in the use of the wireless technology and then developing instructional modules for library instruction and for faculty development.

B. CONCEPT MAPPING THROUGH THE USE OF "INSPIRATION":

At this stage of the project we have received the software and books that are some of the resources that are being used to develop a faculty development workshop that focuses on visual learning/visual memory and the way in which they may be facilitated through such conceptual devices as concept maps. Our initial efforts are in developing a workshop in visual learning as a context for the use of the software.

7. Conclusions and recommendations:
A. WIRELESS LAPTOPS:
Not sufficient time to assess

B. CONCEPT MAPPING THROUGH THE USE OF "INSPIRATION":
Not sufficient time to assess

8. Resources:

<u>**A. WIRELESS LAPTOPS:**</u>

None available yet.

<u>**B. CONCEPT MAPPING THROUGH THE USE OF "INSPIRATION":**</u>

Commercial site with lots of information/examples of the use of the software at:
http://www.inspiration.com/

9. Project contact for both:

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