2002

UNC
Teaching
and Learning
with Technology
Conference

Program Guide

April 11–13
Greensboro, NC

Conference at a Glance

Thursday, April 11 (10 A.M. – 6:30 P.M.)

10:00	**Check-in** and refreshments	outside Blue Ash, Victoria B/C
11:00	**Opening Session**	Victoria A
noon	**Lunch with keynote speaker Dr. Paul M. Hagner**	Victoria A
1:30	Break	
2:00	**Concurrent Session 1**	Victoria Wing rooms
2:50	Refreshment break	outside Victoria B/C
3:05	**Concurrent Session 2**	Victoria Wing rooms
3:55	Refreshment break	outside Victoria B/C
4:10	**Concurrent Session 3**	Victoria Wing rooms
5:00	**Reception**	Guilford C (first floor)
6:30	Adjourn	

Friday, April 12 (9 A.M. – 6:30 P.M.)

9:00	**Concurrent Session 4**	Victoria Wing rooms
9:50	Refreshment break	outside Victoria B/C
10:05	**Concurrent Session 5**	Victoria Wing rooms
10:55	Refreshment break	outside Victoria B/C
11:10	**Concurrent Session 6**	Victoria Wing rooms
noon	**Lunch with keynote speaker Dr. Richard Felder**	Victoria A
1:30	Break	
2:00	**Concurrent Session 7**	Victoria Wing rooms
2:50	Refreshment break	outside Victoria B/C
3:05	**Concurrent Session 8**	Victoria Wing rooms
3:55	Refreshment break	outside Victoria B/C
4:10	**Concurrent Session 9**	Victoria Wing rooms
5:00	**Reception**	Grandover
6:30	Adjourn	

Saturday, April 13 (9 A.M. – noon)

9:00	**Workshops / seminars** (mid-morning refreshment break provided)
noon	Adjourn

Welcome!

Dear Conference Participant:

Handheld computing. Streaming video. Concept mapping with Inspiration. Across the University of North Carolina, students, faculty and staff are embracing new technology tools that will forever change the ways we teach — and the ways we learn. Furthermore, the power of information technology is now touching our lives in ways we only dreamed of when we held our first UNC Teaching and Learning with Technology Conference two years ago.

Welcome to the 2002 conference, an event that showcases the best and brightest applications of TLT on our campuses. This year's program features more than 65 presentations, panel discussions, and interest group meetings. You'll hear first-hand from faculty as they share their experiences, explore the scholarship of teaching and learning with technology, and present ideas for faculty development and rewards. You'll also gain insight into how learning happens, how to build effective campus support for IT-based initiatives, and how to promote collaboration. And as an extra bonus this year, we are offering Saturday morning seminar sessions as well as hands-on workshops in computer laboratories on the NC A&T State and UNC Greensboro campuses.

Plus, you'll hear from two nationally recognized speakers. Dr. Paul R. Hagner, senior advisor for technology planning and assessment at the University of Hartford and former EDUCAUSE NLII Fellow, will explore best practices in faculty engagement and support as well as best systems of university support. Dr. Richard M. Felder, NCSU Hoechst Celanese professor emeritus of chemical engineering, will outline current trends in higher education and discuss why we must make significant changes now in the ways we teach and learn.

The UNC Faculty Assembly is a co-sponsor of this year's conference. The TLT Collaborative appreciates their support and assistance, as the Assembly planned the faculty portion of the program and promoted participation at the conference among all University faculty members. The Assembly's recommendations for expanding the program to include more faculty were clearly on target. The 2002 conference has 250 participants, nearly 50 percent more than last year.

On behalf of the TLT Collaborative and the Faculty Assembly, I welcome you to this year's program. After the conference, please complete the online evaluation form so that we can hear your suggestions for next year's event. Thank you for joining us.

Frank Prochaska

Frank Prochaska
Executive Director
UNC Teaching and Learning with Technology Collaborative

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Keynote Speakers

Dr. Paul M. Hagner (speaking on Thursday)

Senior Advisor for Technology Planning and Assessment
University of Hartford

Faculty Engagement and Support in the New Learning Environments: Best Practices or Best Systems?

Hagner will discuss why significant transformations in the ways teaching and learning are to be delivered are no longer a matter of choice for universities and their faculties. He will outline ways in which faculty engagement can be combined with readiness assessment and how the support and training infrastructure can be scaled to meet the increased demand necessitated by this process. He will conclude by stressing the relationship between best practices in faculty engagement and support with best systems of university support.

Paul R. Hagner is currently serving as a senior advisor for technology planning and assessment at the University of Hartford. Previously he spent eighteen years on the faculty at Washington State University, where he served as chair of the political science department and received WSU's William F. Mullen Award for Teaching Excellence, and five years on the faculty at The University of Memphis, where he was also departmental chair. In 2000, he served as a Fellow for EDUCAUSE's National Learning Infrastructure Initiative, focusing on the area of technological transformation of higher education institutions. Hagner is the co-editor of a recently published Jossey-Bass volume on faculty engagement and support. He also served as a technical advisor for a PBS Teleconference presentation dealing with new forms of teaching and learning that aired in late November.

Dr. Richard Felder *(speaking on Friday)*

Hoechst Celanese Professor Emeritus of Chemical Engineering
North Carolina State University

Higher Education in 2010 (or sooner)

American higher education is currently in a turbulent period. Chronic complaints about skill deficiencies in graduates, government commission reports supporting those complaints, and the growing ability of on-line universities to compete successfully for college applicants all call for major transformations in the ways college curricula are structured, delivered, and assessed. As might be expected, many faculty members and administrators are less than enthusiastic about proposed changes, arguing that the existing system functions well and needs no radical revision.

The ongoing debate involves four focal issues:

1. How should curricula be structured?
2. How should courses be taught and assessed (and what role will technology play)?
3. Who should teach?
4. How should the teachers be prepared?

This talk outlines the opposing positions on each of these issues--the traditional position, which has been the predominant approach of the past five decades, and the alternative position--and offers predictions about the probable outcomes.

Dr. Richard M. Felder is Hoechst Celanese Professor Emeritus of Chemical Engineering at North Carolina State University, Raleigh, North Carolina, and co-director of the SUCCEED Engineering Education Coalition faculty development program. He is coauthor of Elementary Principles of Chemical Processes (3rd Edition, John Wiley & Sons, 2000), which has been used as the introductory course text by most American chemical engineering departments for more than two decades. He has authored or coauthored over 150 papers on chemical process engineering and engineering education and presented hundreds of seminars, workshops, and short courses in both categories to industrial and research institutions and universities throughout the United States and abroad. Since 1991 he has codirected the National Effective Teaching Institute under the auspices of the American Society for Engineering Education (ASEE).

Dr. Felder received the B.Ch.E. degree from the City College of New York in 1962 and the Ph.D. in chemical engineering from Princeton University in 1966. He worked for the Atomic Energy Research Establishment (Harwell, England) and Brookhaven National Laboratory before joining the North Carolina State faculty in 1969. His honors include the R.J. Reynolds Award for Excellence in Teaching, Research, and Extension, the AT&T Foundation Award for Excellence in Engineering Education, the Chemical Manufacturers Association National Catalyst Award, the ASEE Chester F. Carlson Award for innovation in engineering education, and a number of national and regional awards for his publications on engineering education.

Concurrent Sessions Overview

Concurrent Session 1 (Thursday 2:00–2:50)

Augusta A	**Web fora? : what are they good fora?**
	Words and Pictures on the Board: Using Blackboard and Front Page to Enhance Classroom Instruction
Augusta B	**Palm Pilot Initiative within an Academic Library Information Commons**
Blue Ash	**Choosing Technology Mediated Approaches to Instruction**
Victoria B	**Teaching Prespective Drawing with VR and RAVE**
	Using 4D models for construction management instruction
Victoria C	**Facilitating Online Learning**

Concurrent Session 2 (Thursday 3:05–3:55)

Augusta A	**Journal Finder – A Collaborative Opportunity for Providing Access to Journal Literature**
Augusta B	**Multi-Institutional Partnering (MIP) between UNCCharlotte and UNCWilmington**
	Coast to Coast Multi-Course Interdisciplinary Collaboration
Blue Ash	**Web Accessibility Initiatives at UNC-CH**
Victoria B	**A Merlot Suggestion Box**
Victoria C	**Successful Collaborative Instructional Technology Initiatives**
	NC Catalyst

Concurrent Session 3 (Thursday 4:10–5:00)

Augusta A	**If You Ask Them They'll Answer: A Needs Assessment Strategy**
Augusta B	**Interactive Computing in the Classroom, Real Time Applications, UNCG Experience**
Blue Ash	**Web Accessibility Support Interest Group**
Victoria B	**Moving to a Blackboard Course Hosted Solution / Blackboard Building Blocks**
Victoria C	**Promoting Scalability and Collaboration in Online Learning**

Concurrent Session 4 (Friday 9:00–9:50)

Augusta A   **TLT-to-Me: Voices and Choices About Technologically Enhanced Teaching and Learning in the UNC System**

Augusta B   **The Collaborative Electronic Learning Laboratory (CELL): A Model for Improving Science Education in a University Consortium through Peer-to-Peer Diffusion of Instructional Technology Innovation.**

Interdisciplinary Collaboration for Using Technology in Teaching and Learning

Blue Ash   **Making Collaboration Happen: The UNC German Studies Consortium**

Tidewater   **Identifying and Sharing System-Wide TLT Issues**

Victoria B   **Global Virtual Teaming using Centra Conference**

Victoria C   **Issues in Developing a Degree Consortium**

Concurrent Session 5 (Friday 10:05–10:55)

Augusta A   **To Err is Human, to MOO is Bovine: The Case for Synchronous MOO (text-based virtual reality) in Online Teaching and Learning**

Augusta B   **The UNC TLTC Professional Development Portal**

Blue Ash   **The PMABS Distributed Learning Network: A Collaborative Approach to Enhancing Science Education in a University Consortium through Instructional Technology.**

Tidewater   **TLTC Strategic Planning Initiative**

Victoria B   **Using Blackboard with Organic Chemistry**

Victoria C   **Wireless Implementation Lessons Learned**

Concurrent Session 6 (Friday11:10–12:00)

Augusta A   **Technology and Technique: Choosing the right technology for different situations**

Augusta B   **Introducing "The Syllabus Development Guide" – An On-line Tool for Thinking About Teaching**

Blue Ash   **TLT and the Faculty Reward System**

Tidewater   **Design and support of faculty mentored online course development, four (4) years of a self-sustaining model.**

Victoria B   **The case of the pilfered plants: a case study in collaboration**

               Light and Its Interdisciplinary Connections – a Multimedia e-Learning Experience for K-12 Teachers

Victoria C   **Reinforcing Student Computer Skills with Streaming Tutorials**

               Implementation and Application of IP Video Technology

Concurrent Session 7 (Friday 2:00–2:50)

Augusta A   **Nutrition – Here and Now Tools**

               The UNCP Media Integration Project: An Interdepartmental Collaborative Endeavor

Augusta B   **The Changing Landscape in Teacher Preparation Programs**

               A Faculty Professional Development Model for Infusing Technology into Teacher Education

Blue Ash   **Evolution of a Faculty Development Model: WebCT at Appalachian**

Tidewater   **Calculus Through Technology**

               Is technology enough for student visualization? Some thoughts

Victoria B   **Creating a Campus-wide GIS Services and Support Infrastructure**

Victoria C   **Model-building for active, constructive problem solving.**

               Physics, Computer Simulations and Teaching

Concurrent Session 8 (Friday 3:05–3:55)

Augusta A **The PowerPoint Cycle: From Notes Through Presentation Through Review**

Augusta B **Teaching a Required Behavioral Science Course using Web-based Simulations and Exercises**

FACET: Open-source Electronic Portfolios Anywhere in the UNC System

Blue Ash **Teaching Psychology with Technology**

Tidewater **Assessment Tools**

Victoria B **An Interactive Online Course: A Collaborative Design Model**

Victoria C **Faculty Development, Recognition and Rewards**

Concurrent Session 9 (Friday 4:10–5:00)

Augusta A **Preparing Teachers with Technology: Two Current Initiatives at the Watson School of Education, UNCW**

Augusta B **Student-Team Projects and Team-Teaching via Interactive Television:Two Collaborative Models with Applications Across Disciplines**

International Collaboration to teach culture and language, using asynchronous discussion forum and videoconferencing with Japanese universities

Blue Ash **Using On-Line Homework to Deliver Real-Time Assessment**

A Multimedia Approach to General Chemistry Laboratory Instruction

Tidewater **Inter-Campus e-Learning Collaboration — The opportunities to outline and explore**

Victoria B **The Center for Interdisciplinary Instructional Technology Research**

Victoria C **What's The Point About Power-Point? Evaluating Student Reactions To Presentation Software**

Pocket PCs: From the Classroom to the Cockpit

Concurrent Session 1 (Thursday, 2:00–2:50)

Augusta A ....

Web fora? : what are they good fora? (25 minutes)

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Web discussion boards may offer unique educational benefits when used in large introductory courses: a virtual forum for asynchronous responses to assigned materials. Class score data and writing samples reflect student outcomes with important implications for the pedagogy of teaching large literary survey sections. The presentation draws on student performance data accumulated over four years using Web fora. One finding suggests that frequency of Web forum postings correlates significantly with higher overall course grades; moreover, positive correlations of web forum work with other course strategies and measures will be discussed.
The presentation also briefly describes positive changes in student writing as seen in forum posts during the course of a semester: fluency and demonstration of disciplinary knowledge suggest web posts' positive educational impact, especially when seen within the introductory, general education orientation of the course. Theorists acknowledge the importance of writing as a way of learning in all classes. Written Web work supplements and offers alternatives to other modes of class discourse, encouraging student engagement within an interpretive community. Web fora enhance both individual and group learning in ways, perhaps, heretofore not possible in large introductory classes.

Words and Pictures on the Board: Using Blackboard and Front Page to Enhance Classroom Instruction (25 minutes)

Rebecca Wall   Marvette Aldrich

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We are an art teacher and an English teacher, and we are far from being technical experts. In spite of that, both of us are having fun using FrontPage, Blackboard, and the many resources the Internet offers in our disciplines. We plan to show how we have been able to enrich our presentations, simplify testing and lab assignments, encourage student interaction and engagement, and make materials easily available to students. We are excited about what we are doing, but of course we have also had failures and frustrations, and we plan to share some of those too.

Augusta B..

Palm Pilot Initiative within an Academic Library Information Commons (50 minutes)

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J. MURREY ATKINS LIBRARY UNIVERSITY OF NORTH CAROLINA, CHARLOTTE PALM PILOT INITIATIVE The Atkins Library Information Commons is currently engaged in an experimental "Palm Pilot Initiative" to identify and implement public service applications for Palm Pilots in an "integrated library services" setting. Although this particular technology initiative is geared to an academic library program, Teaching Faculty might utilize ideas from this program to effectively utilize the Palm Pilot in their classrooms. The Atkins Library Palm Pilot Initiative encouraged staff of the four Information Commons public service desks (Information, Reference, Media Services and Circulation) to creatively utilize the Palm Pilot's unique attributes (i.e. its small size and mobility) while assisting library patrons out on the Floor of the Commons. A special Atkins Palm Pilot Web Page has been created that provides Information Commons public service desk staff with convenient access to essential, regularly updated information regarding the Library's collections, staff, equipment, facilities, policies and procedures to which they can synch their Public Desk Palm Pilots. Version for the Palm is at: http://libweb.uncc.edu/palm/ Version for the PC is at: http://libweb.uncc.edu/palm/p-frames.htm A review of the published literature on Palm Pilot applications at academic institutions will be provided. Atkins Library's programmed Palm Pilots will be featured in the demonstration.

Blue Ash ....

Choosing Technology Mediated Approaches to Instruction (50 minutes)

Mitch Owen

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A research-based framework has been developed for making sound decisions when integrating ICT into educational systems. Effectively used, this framework will permit educators to offer learning opportunities that: provide flexibility in where and when a participant can learn, allow the learner to initiate the learning on demand, are scaled to reach large numbers of individuals, and are offered in a cost effective manner. Educational systems, supported by digital and analog technologies, allow educators to create learning experiences using a variety of methods. Ideal approaches include a mix of these learning options to address the varied needs of the learner, the context in which learning takes place, and the content to be learned. Research conclusions support seven criteria instrumental in selecting types of information communication technologies for delivery of instruction. A decision making model for selecting and designing a multiple technology approach to instructional design for educational systems is presented. Through this model, educators will improve

the efficiency and effectiveness of information communication technology use in the new millennium.

Victoria B ....

Teaching Perspective Drawing with VR and RAVE (25 minutes)

Wayne Godwin

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Title of course module to be developed: Using the RAVE system in teaching and learning perspective. This module will be applied to Art 1020 Drawing and Art 3442 Products and Environments. Research model: A skills assessment pre-test and post-test will be administered on-line thorough blackboard at the start and conclusion of the module. One class will be instructed with the virtual reality module the other will be instructed by traditional methods. Results will be compared across 4 semesters and adjustments will be made in the module based on input from the students and faculty involved. What will be the impact on your discipline? Perspective is a concept that students find difficult to learn. Few students understand perspective without being taught its principals. Improving the methods by which students learn perspective will have a positive impact on the education of Artists, Designers and other professions who use its principals to represent three-dimensional space. Understanding perspective as a graphic system will also assist students to learn to model more effectively for three-dimensional space. What are the anticipated outcomes? Students will understand perspective in more depth at a faster rate with the VR Module than through traditional methods. How do you anticipate this will improve teaching and learning? VR's ability to provide students with an environment in which the principals of perspective can be broken into component parts and then turned on and off as needed is not available through any other method in teaching. Displaying this in VR will help students gain a deeper understand perspective more quickly than any other method used to date.

Using 4D models for construction management instruction (25 minutes)

Ihab Saad   David Batie

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The researchers are developing a 4D model of the new SIT building structure, showing the interaction between the varieties of systems involved, thereby allowing students to grasp the sequential order in which these different systems have been developed and installed in place. The model consists of several layers, allowing for the review of each layer independently for greater detail, as well as the views of the finished product represented by the superimposition of the layers. The model mimics the actual construction sequence, allowing the viewer to recognize and identify the different components of the building. Sequential panoramas, updated on a weekly basis, allow for the measurement of relative progress, as well as serving as a chronological visualization of the project during construction. A website was developed, allowing the user to view construction

activities in real time through video streaming, as well as multiple web cams capturing still pictures from different angles covering the whole construction site, and automatically updated every 10 minutes. Sequences of still pictures were also used to develop time-lapse movies, showing the relative motion of different resources within the construction site.

Victoria C...

Facilitating Online Learning (50 minutes, interest group meeting)

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Distributed and distance learning technologies afford opportunities to effectively integrate technology into the teaching and learning process. In North Carolina colleges and universities, there is a ground swell of instructional adoption of technology, particularly in the use of distributed learning management systems such as Blackboard and WebCT. Issues related to that groundswell include using facilitation methods for different online learning environments, providing a holistic infrastructure for supporting faculty teaching at a distance, and defining academic standards for online courses. In this session, faculty and faculty development professionals will discuss strategies for creating interactive learning experiences for students using Internet-based learning systems. Models for supporting faculty who integrate technology and a variety of methods and models for online teaching and learning will be presented. In addition, current academic standards for online courses will be discussed. Group participation in the discussion will be encouraged.

Concurrent Session 2 (Thursday, 3:05–3:55)

Augusta A ....

Journal Finder - A Collaborative Opportunity for Providing Access to Journal Literature
(50 minutes)

John Felts

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One of the persistent problems in finding journal literature is that there are so many places to locate this information. UNCG's Jackson Library has simplified the process with Journal Finder, a locally developed software solution that seamlessly integrates electronic journal content, pay-per-view content, local print holdings, unmediated document delivery (fully funded by the Library), and interlibrary loan, for comprehensive, unmediated, "one stop shop" access to journal articles. Also integrated into this solution are robust reporting and back-end features, remote authentication options, title level access to journals wherever possible, and the development of cross-linking between vendored database products for both title-level and even article-level access. NOTE: Jackson Library is looking for partners statewide to collaborate in this project, and the main intent of this presentation would be to bring awareness to this. Clearly 85-90% of the work going into this product is content management. The Library is proposing maintaining/updating the core of the data, providing customized interfaces and searching mechanisms, all necessary custom programming, as well as access to a customized back-end reporting feature, for .50 per FTE as a cost recovery solution.

Augusta B ....

Multi-Institutional Partnering (MIP) between UNC Charlotte and UNC Wilmington (25 minutes)

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Pamala Larsen

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The University of North Carolina at Charlotte (UNCC) and the University of North Carolina at Wilmington (UNCW) have implemented a collaborative project for a distance education RN-BSN Program. A discussion of the collaborative process inherent in reaching consensus on curriculum between two nursing programs will be presented as well as the steps in developing a partnership between two institutions will be discussed. The collaboration among the universities began with two consensus-building retreats. Faculty from both programs met to identify similarities between the RN-BSN Curriculums. Select your faculty carefully based on prior successful implementation of online courses and an interest in being innovative and with content expertise. Collaborators must feel free to explore and to experiment, without the constraints of a more formal commitment to their positions

and ideas. Collaborators do their work both simultaneously and asynchronously in settings that range from the formal, such as meeting rooms to the informal conference call. Consequently, neither physical presence nor continual communication is required by collaborations; although there must be continuity to their interactions. The shared goal serves as an arbiter in determining the shape the course will take. Continued communication throughout implementation allows for further revision and a united front for all students involved in taking the course.

Coast to Coast Multi-Course Interdisciplinary Collaboration (25 minutes)

David Vanderhoof

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Presentation of an interactive interdisciplinary experimental course with connected curriculum combining a coast-to-coast two-university collaboration and a community resource linking general education and professional studies. Presentation will reflect on a multi-year experience. This is how it works. On the East coast UNC Pembroke criminal justice students studying the judicial system conduct a mock trial for their final exam. On the West coast Cal State Fullerton critical thinking students serve as cyber jurors. For their final exam deliberate and reach a verdict. Throughout the semester faculty from UNCP and CSUF interacted with all students. Similar reading assignments and online threaded discussions required the interaction of students at both universities. An online UNC Pembroke seminar exploring how juries functioned and reach their decisions participated throughout the semester and their papers provided resource material for independent research. A local attorney participated in many CSUF class discussions to introduce students studying critical thinking to the court process and to respond to questions. Although 75% of each course curriculum was specific to its study the remaining 25% was shared and connected with similar reading assignments. Presentation emphasis will be on sharing the perspectives of both students and instructors, curriculum components, technology used and preparation needed.

Blue Ash ....

Web Accessibility Initiatives at UNC-CH (50 minutes)

Todd Stabley

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In 1998, Congress amended the Rehabilitation Act to require federal agencies to make their electronic and information technology accessible to people with disabilities. Through two related initiatives, the Center for Instructional Technology at the University of North Carolina at Chapel Hill is working to promote universally-accessible online materials. Our efforts include educating faculty/staff about section 508 guidelines, developing centralized documentation regarding accessibility issues, and working with several professional schools (the Schools of Public Health, Social Work, Education and Nursing) to identify and evaluate strategies for making multimedia materials

(such as audio, video and Flash) accessible to disabled students in an on-line distance education environment.

*See also the related interest group meeting **Web Accessibility Support Interest Group** during Session 3 (Thursday 4:10–5:00) in Blue Ash.*

Victoria B ....

A Merlot Suggestion Box (50 minutes, interest group meeting)

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This Interest group meeting is provided to bring users of online academic resources together to discuss their use of Merlot and to generate ideas for further activities and support. Topics for discussion will include the inclusion of essential information in a faculty panel review, use of the Merlot search engine, resource links and sample assignments.

Victoria C ....

Successful Collaborative Instructional Technology Initiatives (25 minutes)

Beth Rodgers Leftwich

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Instructional technology initiatives can be greatly enhanced through successful collaborative techniques. The Western Carolina University, College of Education and Allied Professions, Instructional Technology Team is experiencing success with creating this type environment. Through resources funded by the state, two federal grants and one federal appropriation, the College has put together a team of six professionals who work with the College's students, faculty, staff, and in-service public and private teachers. The Team has been successful with projects that work to bring PK - 12 teachers together with content specialists, instructional technology professionals, computer specialists, instructional design specialists, pre-service teacher candidates / students, PK-12 parents / grandparents, and the community. This presentation focuses on how these collaborative projects are adding to the College's knowledge, experience, and value bases. Additionally, the collaborative efforts are helping in-service teachers look at research, investigate successful practice models, reflect on their own teaching, and develop do-able unit / lesson plans that provide opportunities for families and local communities to contribute to the educational efforts of schools.

NC Catalyst (25 minutes)

Alisa Chapman

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In 2000, UNC was awarded a three-year, $1.5 million CATALYST grant from the US Department of Education, funded under the Preparing Tomorrow's Teachers to Use Technology grants program (PT3). The grant, "N.C. Catalyst," is aimed at strengthening North Carolina's administrative, human resource and technical infrastructure for preservice teacher technology preparation.

Concurrent Session 3 (Thursday, 4:10–5:00)

Augusta A ....

If You Ask Them They'll Answer: A Needs Assessment Strategy (50 minutes)

Laurie Godwin

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ECU has 14 Instructional Technology Consultants who assist the faculty in incorporating technology into instruction. Faculty members have diverse levels of skill and experience with technology and often feel pressured to use technology for its own sake rather than letting instructional goals determine the technology. We have developed a process to allow faculty to define their own needs for training. We began with a needs assessment in two steps: a faculty focus group and an online survey. The focus group consisted of experienced technology users who were early adopters from a variety of disciplines ranging from Industry and Technology to Nursing, Chemistry and Education. The focus group expressed needs in five areas: one-on-one tutoring, workshops, online tutorials, FAQ/listserv, seminars and/or roundtable discussions. Our ITCs already focus primarily on one-on-one tutoring and we have a seminar series in place, so our next step was to design a series of workshops and online supportive materials. Responses by faculty to the online survey faculty generated a list of potential workshop topics ranging from how-to, hands-on sessions for specific software to best practices and strategies. We have begun development of these workshops/tutorials. Our future goal is to create a FAQ/listserv for immediate feedback.

Augusta B ....

Interactive Computing in the Classroom, Real Time Applications, UNCG Experience
(50 minutes)

Don Sowers

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Cindi Khanlarian

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Working with a venture backed start-up company, eLearning Dynamics, faculty members at the Bryan School of Business and Economics, University of North Carolina Greensboro, have developed innovative teaching techniques using handheld computers in the classroom. The technology, LearnTrac, consists of handheld devices (Palm's) communicating wirelessly with a base station computer. Using the communications infrastructure and powerful applications software, instructors can employ a variety of new and powerful real time teaching techniques. The presentation will consist of a demonstration of the system, and feedback on the results of using the system at the Bryan School of Business and Economics, UNC Greensboro.

Blue Ash ....

Web Accessibility Support Interest Group (50 minutes, interest group meeting)

Carolyn Kotlas

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This session is for staff who create, or who support faculty who create, accessible materials for websites. This interest group could develop into an ongoing UNC system-wide support group where campus support staff can share guidelines, training materials, online resources, etc., and benefit from each other's experiences.

*See also the related presentation **Web Accessibility Initiatives at UNC-CH** during Session 2 (Thursday 3:05–3:55) in Blue Ash.*

Victoria B ....

Moving to a Blackboard Course Hosted Solution / Blackboard Building Blocks (50 minutes)

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This presentation will be split up into 2 portions. The first half will discuss why ECU went to a course hosted solution. I will talk about what drove us to this decision, the costs involved, what we have gained and what we have lost. I will then use the other half of the 50 minutes to talk about 2 Blackboard Building blocks. 1 - WebEditPro2 (this tool brings a Composer type GUI into the Bb environment 2 - ECU plans for Bb2Go

Victoria C ....

Promoting Scalability and Collaboration in Online Learning (50 minutes)

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As the demand for online learning grows, universities are looking for ways to increase implementation of online learning while facing the challenge of not relying on "early adopters." In addition, numbers of support staff often cannot be increased to meet this new challenge and will

only be increased after additional success with online learning and demonstration that the support need will continue to grow. Our project management approach facilitates resource management by allowing us to fully use available resources and quantify where and when additional resources are needed. Developing repeatable processes helps to streamline activities and standardize expectations. Our modular course development framework can be applied to projects consisting of one course and to those involving an entire curriculum. It also speeds up the design process, provides consistency, and is understood and applied easily in a collaborative atmosphere. We present a theoretical collaborative approach to the challenge of scaling quality online learning through project management. In addition, we walk through several practical uses of this framework as it is being used at the UNC-Chapel Hill School of Public Health.

Concurrent Session 4 (Friday, 9:00–9:50)

Augusta A ....

TLT-to-Me: Voices and Choices About Technologically Enhanced Teaching and Learning in the UNC System (50 minutes)

Richard Dixon

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Technology College/Web Course Development
Team/Sociology and Criminal Justice
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This presentation concerns a number of observations, reflections, suggestions, and, yes, complaints, regarding the development and delivery of technology enhanced courses -- especially, but not only, fully online courses -- in the UNC system. As a UNCW faculty member cum administrator who has been involved with Internet-based technology-in-pedagogy during all years of the University's efforts in this area -- especially as the Director of its Technology College and as Faculty-Associate-then-Team-Leader in several rounds of online course development -- the author necessarily has had numerous occasions to witness and often to deal with issues concerning this enterprise. Those issues variously have been academic, technical, and administrative, variously involving individuals across the entire hierarchy of positions on his campus and beyond, extending at least as far as the uppermost reaches of the UNC system. It is anticipated that these observations, complaints, and suggestions will elicit lively discussion among attendees.

Augusta B ....

The Collaborative Electronic Learning Laboratory (CELL): A Model for Improving Science Education in a University Consortium through Peer-to-Peer Diffusion of Instructional Technology Innovation (25 minutes)

Jory Weintraub

Coordinator, Collaborative Electronic Learning Laboratory (CELL)
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In 1989, the Partnership for Minority Advancement in the Biomolecular Sciences (PMABS) was formed as a dynamic alliance of biology faculty at seven of North Carolina's historically minority universities (HMUs) and UNC Chapel Hill, with the goals of enhancing science education throughout the partnership and increasing diversity in the life sciences. With the increasingly prominent role information technology (IT) is playing in accessing knowledge within the educational community and workplace, PMABS' future success depended upon how to ensure the diffusion of IT innovations within the Partnership. This need led to the establishment of The Collaborative Electronic Learning Laboratory (CELL), an approach to driving IT integration in higher education by teaming up biologists and IT experts as a collaborative unit. With technologists' support, CELL's biologists, who have expertise in IT applications in education, "diffuse" throughout the Partnership to act as "change

agents" on a peer-to-peer basis with HMU biology faculty to accelerate the adoption of IT into science education. This presentation highlights CELL's functional design, program elements, accomplishments, and plans for expansion.

*See also the related panel discussion **The PMABS Distributed Learning Network: A Collaborative Approach to Enhancing Science Education in a University Consortium through Instructional Technology** during Session 5 (Friday10:05–10:55) in Blue Ash.*

Interdisciplinary Collaboration for Using Technology in Teaching and Learning (25 minutes)

Francine Madrey

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Madu Ireh

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This discussion will focus on the use of technology integration and collaboration across disciplines to enhance communication, instructional delivery, and student performance in teacher education. The discussion will also include problems encountered and lessons learned in the process. The Teacher Education program collaborated with faculty in Arts and Sciences to align course content with professional standards, develop course rubrics, and develop multimedia lessons. The collaborative helps address the teacher shortage in K-12 schools, enhances teachers' use of technology as a teaching and learning tool, and aligns course content to improve students' performance on licensure exams.

Blue Ash ....

Making Collaboration Happen: The UNC German Studies Consortium (50 minutes)

Raymond Burt

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Last June the UNC Board of Governors approved the establishment of the UNC German Studies Consortium. The UNC-GSC membership consists of Appalachian State, East Carolina, North Carolina State, UNC Asheville, UNC Greensboro, UNC Wilmington, and Western Carolina. The major function of the consortium is to share upper division German instruction using distance learning technology. The Consortium grew out of an initiative in the western part of the state in 1998. Dr. Kevin Kennedy (ASU) who helped spearhead this effort will discuss the origins of the collaboration. Dr. Raymond Burt (UNCW) will discuss the logistics of organizing the classes, developing workshops for faculty, and

facilitating communication between the distant instructor of the course, the instructor of record on site, and the participating students. Dr. Oliver C. Speck, (UNCW) will share his experiences teaching two distance learning classes. The issues that arise when the student and teacher are not in the same physical location, but contact takes place through electronically mediated means of communication, are various. The pedagogical and technical challenges of a distance learning class are manifold. Oliver Speck's talk will be a detailed assessment of how teaching practices have to change in response to distance education challenges. How can computer technology and other media resources help to overcome these limitations?

Tidewater ....

Identifying and Sharing System-Wide TLT Issues (50 minutes, interest group meeting)

Chris Weaver

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The purpose of this session is to identify commonalities associated with teaching and learning with technology and to discuss how we can share information and build collaborative relationships. People participating in this session should come with one great idea that they would like to share with others. We will work as a group to determine how we can best spread this idea amongst ourselves and eventually to all participants. From there, we will trouble shoot how to use the Professional Development Portal and other strategies to build communities and cohort groups to provide for collaboration throughout the year.

Victoria B ....

Global Virtual Teaming using Centra Conference (50 minutes)

Catherine Gihlstorf

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Our new MBA program features each of the 5 student team members on a separate continent so we needed to find a better alternative to conference calls and in-person meetings for students to complete required team assignments. We evaluated multiple technology solutions and decided on Centra's Conference product. We would like to share our decision making process and provide a demo of the product and discuss how we are using it.

Victoria C..

Issues in Developing a Degree Consortium (50 minutes)

James Sadler

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With the growth in e-learning, there is much greater opportunity for UNC campuses to collaborate in developing degree consortia that: (a) offer distance education programs to students unable to enroll in an on-campus program, and/or (b) enable on-campus degree programs to conserve resources and gain access to a greater variety of courses. The presentation will review various consortia that have been developed or are being planned, address issues related to consortium development, and address any questions or issues raised by the program attendees. The presenter will review the process for UNC Office of the President authorization of a degree consortium and discuss possible approaches to student registration, cost sharing, and other issues.

*See also the related interest group meeting **Inter-Campus e-Learning Collaboration — The opportunities to outline and explore** during Session 4 (Friday9:00–9:50) in Tidewater.*

Concurrent Session 5 (Friday, 10:05–10:55)

Augusta A ....

To Err is Human, to MOO is Bovine: The Case for Synchronous MOO (text-based virtual reality) in Online Teaching and Learning (50 minutes)

Bob King

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Coordinator , and Education Faculty
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Overall, this presentation argues for: 1) The importance of place, purpose, and ownership in learning, and 2) The role that MOO environments can play in providing these important elements for online learners. The presentation provides an outline and model of what a complete ecology for online teachers and learners might need to look like. After briefly introducing the themes of place, purpose, and ownership I outline the general characteristics of MOO environments (in contrast to asynchronous discussion and synchronous chat). I then provide a look at a specific MOO environment by describing a fully online course I am currently teaching (a course that uses synchronous MOO in conjunction with asynchronous discussion in Blackboard) and by connecting with participants in the course for a live MOO session. I then briefly correlate my themes and findings with some of the literature on the educational uses and implications of MOO environments, and open the floor (and the live MOO session) to questions and discussion.

Augusta B..

The UNC TLTC Professional Development Portal (50 minutes)

Ray Purdom   Steve Breiner

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The UNC Teaching and Learning with Technology Collaborative has developed a teaching and learning with technology (TLT) professional development portal to facilitate knowledge-sharing and community building in support of professional development related to TLT (http://www.unctlt.org/pdp). The portal contains a searchable knowledgebase which can be customized to the needs of individual users as well as campuses and service organizations. All portal users may submit materials which are evaluated before publication. The portal is also designed to provide a structure for cooperative planning and decision-making, and a common workplace for document sharing, work flow, project reporting, and the development and evaluation of resources related to TLT professional development.

The PMABS Distributed Learning Network: A Collaborative Approach to Enhancing Science Education in a University Consortium through Instructional Technology (50 minutes, panel discussion)

Jory Weintraub

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The Partnership for Minority Advancement in the Biomolecular Sciences (PMABS) is a dynamic collaboration of Biology faculty at seven of North Carolina's Historically Minority Universities (HMUs) and at UNC-CH. PMABS is committed to using instructional and information technologies (IT) to enhance science education throughout the partnership. To this end, PMABS has formed the Collaborative Electronic Learning Laboratory (CELL), which brings biologists and IT experts together as a collaborative unit to further PMABS' goals. CELL has developed a Distributed Learning Network (DLN), to enable collaborative learning and instruction throughout the partnership. The DLN employs technologies such as ISDN- and IP-based videoteleconferencing, IP-networked SMARTBoards to interactively and synchronously present and share content, and a content distribution network to disseminate technology-rich instructional science modules. The DLN is already being used to provide HMU students access to courses and scientific content that would otherwise be unavailable to them. This panel discussion will provide a history of PMABS and the DLN, summarize the DLN's technical components, and present insight on its successes and limitations from the perspective of faculty and staff involved in its use.

See also the related presentation **The Collaborative Electronic Learning Laboratory (CELL): A Model for Improving Science Education in a University Consortium through Peer-to-Peer Diffusion of Instructional Technology Innovation** *during Session 4 (Friday 9:00–9:50) in Augusta B.*

Tidewater ....

TLTC Strategic Planning Initiative (50 minutes, interest group meeting)

Laura Rogers

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This session will provide an overview of the TLTC Strategic Planning Initiative and promote input from participants. Discussion of current and prospective TLTC priorities and issues is expected.

Victoria B ....

Using Blackboard with Organic Chemistry (25 minutes)

Jill Harp

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Blackboard is a comprehensive and flexible e-Learning software platform. It allows for the delivery of course information, online chats, and allows for Web-based integration with administrative systems. Blackboard is available to the students 24 hours a day. The students can check their grade, take tests, gain access to the lecture notes, etc. The instructor and the students can contact one another via e-mail and send documents to one another. In organic chemistry, graphics are used. Blackboard accommodates organic structures with ease. As a result, the lecture notes are clearly viewed and printed. There are links to other sites that have tests available and additional lecture notes. The students enjoy having exams and quizzes on Blackboard to practice from. The instructor has the ability to communicate with my students outside of the classroom and posting the grades to keep them abreast of their progress.

Victoria C..

Wireless Implementation Lessons Learned (50 minutes, interest group meeting)

Drew Sutton

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Wireless Implementation Lessons Learned Wireless 802.11b technology has taken the university environment by storm. The application was decided and implementation started long before the planning took place. We at East Carolina University have been successful in the deployment of over 80 local area network access points, giving our users coverage in common areas as well as academic areas. Considerations were made, not only on location, but aesthetics, security, coverage, performance and support. The technology was further enhanced with the deployment of wireless bridges to allow a cost effective solution to out lying buildings. In this group we will discuss the truths and misconceptions of wireless implementation in the campus environments. We will collaboratively address the general installation issues as well as the creative approach to pleasing aesthetics. The group will then discuss the future wireless standards, and their integration with existing networks.

Concurrent Session 6 (Friday, 11:10–noon)

Augusta A ....

Technology and Technique: Choosing the right technology for different situations (50 minutes)

Megan Winget

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As a member of the academic technology group at the Office of Arts and Sciences Information Services at UNC-Chapel Hill, Megan Winget is collaborating with a number of faculty members in efforts to make Instructional Technology services more vigorous and valuable for the university community. This paper will deal with two projects: a DVD for a faculty member in the Department of Dramatic Art; and streaming video web lectures for faculty members in the Math Department. These projects gave the faculty members a chance to explore their pedagogical techniques within the limits of technological implementation, and gave Megan a chance to think about advanced technology with a focus on successful delivery within an instructional setting. For example, selection or rejection of specific delivery methods for these projects was a response to the faculty member's requirements and pedagogical strengths, as well as a consideration of some assumptions regarding student needs and how learning happens. In this paper Megan will review the projects, how the delivery methods emphasize the faculty members' strengths, and how our assumptions stood up to actual student assessment. Finally, she will discuss possible adjustments and embellishments we might make to future classes with technological components.

Augusta B...

Introducing "The Syllabus Development Guide" - An On-line Tool for Thinking About Teaching (50 minutes)

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From the "Syllabus Development Guide": (http://syllabus.unc.edu/) The Guide is designed to lead you on a reflective journey through the design, construction, and implementation of your course. It goes about this process by encouraging you to address some important questions that learners will have about your expectations, your assumptions, your pedagogy, your reasons for doing what you do as the teacher of this course, and the nitty, gritty details of how you will teach it. The process presumes that the course syllabus has at least two functions. It is first an INVITATIONAL document, written to and for students to inform them about the course, welcome them to it, and let them know what it will be like. It is also a WORKING GUIDE, a dynamic reference tool that should be useful throughout the semester, and an important resource for successful student engagement with and progress through the course.

Blue Ash ....

TLT and the Faculty Reward System (50 minutes, panel discussion)

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This panel discussion will explore some issues related to TLT and the faculty reward system. It will begin with a brief overview of recent developments nationally concerning the expansion of faculty evaluation criteria to include activities such as TLT. Panelists include an Academic Affairs administrator, the director of a teaching and learning center, and a member of a MERLOT faculty peer review panel, all from UNC.

*See also the related interest group meeting **Faculty Development, Recognition and Rewards** during Session 8 (Friday 3:05–3:55) in Victoria C.*

Tidewater ....

Design and support of faculty mentored online course development, four (4) years of a self-sustaining model. (50 minutes)

Jeff Jolly

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The process of starting and maintaining a self-sustaining faculty driven development process model for web course development will be shown. Starting with early adopter faculty, the faculty led Web Course Development Teams produced UNCW's first "fully online" courses. From the faculty on a current team, leadership roles are filled for the next development cycle, and the process continues. This takes more than just faculty, many groups on campus come together to make it a success.

Victoria B ....

The case of the pilfered plants: a case study in collaboration (25 minutes)

Deborah Langsam

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This session focuses on a collaboration formed between faculty and instructional technology staff to develop an instructional module for a non-majors biology course. The project emerged to address teaching challenges common to many lower division science courses: highly technical course content; large class size; lack of student expertise in handling laboratory equipment; time and budget constraints. The result of the collaboration is an interactive CD-ROM forensics case study in which students are asked to solve a "crime" involving a vandalized laboratory and the theft of plants from university greenhouses. Sophisticated animations allow students to conduct on-line laboratory "experiments" while learning the basics of biology. In addition to demonstrating the module, presenters will discuss tips for establishing and maintaining successful collaborations among faculty and staff. The limitations, including issues related to funding, will be discussed along with the unexpected benefits of the collaboration.

Light and Its Interdisciplinary Connections - a Multimedia e-Learning Experience for K-12 Teachers (25 minutes)

Michael Ruiz

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With recent funding from the UNC Office of the President and the Cisco Learning Institute, an interdisciplinary e-learning science course on light was completed this past summer. Currently seventeen K-12 teachers across the State are earning CEUs. The course is delivered from UNCA in collaboration with the Math and Science Education Network at WCU through the NOW Project (North Carolina School of Science and Mathematics). The course includes interactive instructional material with online assignments, video clips and Java applets. An interactive laboratory is provided by the applets to explore properties of light, perform color-mixing experiments, and visualize simulations. The site also provides a state-of-the-art discussion forum. The course management system, which uses Active Server Pages and a Microsoft SQL database, was developed at UNCA. The theme of light connects areas in physics (optics), chemistry (atoms, spectra), biology (the eye),

medicine (color blindness, eyeglasses), environmental science (Greenhouse Effect, ozone layer), atmospheric optics (rainbows, halos, mirages), perceptual psychology and the brain (magic and optical illusions), photography (camera optics), invention (Polaroid camera, movies, xerox machine), art (light in paintings), astronomy (telescopes, black holes), and philosophy (wave-particle duality). The multimedia and interactive content will be demonstrated along with the course management system.

Victoria C..

Reinforcing Student Computer Skills with Streaming Tutorials (25 minutes)

Kevin Howell

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Students in computer classes often misunderstand subtle processes. They also forget how to manipulate files or objects in their programs. By using Camtasia, a video capture suite of programs, you can easily create tutorials for any software or any process within an operating system. This gives the instructor the ability distribute these tutorials on CD, DVD, or streaming on the web via RealPlayer, QuickTime, Windows Media Player or other formats. This presentation will cover all facets of development and distribution of these tutorials.

Implementation and Application of IP Video Technology (25 minutes)

Wendy Creasey

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Brian Jernigan

Systems Programmer
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Implementation and integration of new technology in a diverse University environment calls for multiple solutions. Learn how East Carolina University implemented multicasting video over a university network and developed video on demand archives.

Concurrent Session 7 (Friday, 2:00–2:50)

Augusta A ....

Nutrition - Here and Now Tools (25 minutes, interest group meeting)

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Electronic communication, listservs, and web-net programs are pervasive. The trend toward the adoption of technologically facilitated nutritional practices holds considerable promise. This presentation will give allied health professionals a "heads-up" on what is available here and now. Tools and sites will be identified, summarized, and in some instances demonstrated that may assist you in your nutritional/educational practice. Among the plethora of available information, the focus will be on tools in government nutrition-related sites, on university nutrition sites, on professional nutrition organization sites, on nutrition dot coms, and some insights on navigating/searching large, comprehensive sites. The potential is vast. However, the presentation is structured to identify specific tools and sites that are immediately applicable for your educational practice.

The UNCP Media Integration Project: An Interdepartmental Collaborative Endeavor
(25 minutes)

Larry Arnold   George Johnson

Associate Professor   *Assistant Director of Broadcasting*
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The UNCP Media Integration Project (MI Project) introduces an element of newness and innovation into the College of Arts & Sciences as well as the University as a whole. This co-offered, interdisciplinary academic effort among the departments of art, music and mass communications is unprecedented at UNCP. As noted by Dr. Roger Brown, UNCP's Provost and Vice Chancellor for Academic Affairs, "The very essence of university education and research must include the emerging variety of communications and artistic media that will shape our society and global dialogue in the 21stCentury." It is exactly this melding of new media with traditional studio education in these disciplinary areas that is the focus of the MI Project. Our presentation will focus on the evolution and future of the MI project.

The Changing Landscape in Teacher Preparation Programs (25 minutes)

Irene Aiken

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Warren Baker

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North Carolina is faced with a serious and continuing decline in the number of teachers produced through public and private institutions of higher education; this, paralleled by the dramatic increase in the number of lateral entry teachers being hired to fill public school teaching vacancies, is demanding teacher education programs face a paradigm shift with regards to how we go about meeting the needs of preservice and inservice teachers. Emerging technology tools such as distance learning, computer based training, online learning (both synchronous and asynchronous), telecourses, videoconferences, audio and video streaming, can be used to customize and personalize educational programs. While some in education debate the merits of a technology-based movement, the fact is that critical needs can be met, without sacrificing quality, through technology-assisted learning. This presentation will provide an overview of distance learning and illustrate the UNCP School of Education's progression from initial collaborative efforts to e-learning courses and programs.

A Faculty Professional Development Model for Infusing Technology into Teacher Education (25 minutes)

Madu Ireh

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This discussion will examine a PT3 grant supported faculty professional development model for infusing technology into teacher education and the involvement of faculty from the School of Arts and Science. Prior to this project, majority of the participants (members of faculty) had no or very little computer technology experiences and skills. Some samples of faculty products resulting from this collaborative endeavor will be presented. Problems encountered and lessons learned will be discussed.

Blue Ash ....

Evolution of a Faculty Development Model: WebCT at Appalachian (50 minutes, panel discussion)

Greg Simmons

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The Initiative for Faculty Training in Technology (IFTT) at Appalachian is a program that provides faculty with the hardware, training, and support required to create and publish effective, pedagogically-sound online course content in WebCT. The IFTT program is designed and implemented by the office of Instructional Computing Services, whose three consultants are drawn directly from the teaching faculty. Since its inception in 1998, the IFFT has provided training and laptop computers for 337 (of 1,000) full-time faculty at Appalachian. In a 50-minute panel discussion, we will describe and discuss the results of our program thus far. Our three team members will quickly outline the history of our WebCT faculty training initiative, discuss the incentives used in our program, outline the stages of development through which the initiative has progressed, and present some highlights of our extensive evaluation results. We would then hope to engage attendees in a lively discussion of issues arising from our brief presentation---the faculty selection process, appropriate incentives, rewards, successes/failures/lessons learned, etc.

Tidewater ....

Calculus Through Technology (25 minutes)

Harold Ellingsen

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The project involves students and instructors for Calculus I and II. The purpose of the project is to enhance the learning of the students and the teaching of the instructors through technology, to create courseware that will develop students' mathematical and critical thinking skills and improve the instructors' teaching effectiveness, and to provide exceptional students with the opportunity to serve as lab assistants. First the students learn the basics of Mathematica. Then they work in groups on labs designed as above. The instructors benefit by creating these labs, looking at new ways to illustrate concepts or making up new problems.

Is technology enough for student visualization? Some thoughts (25 minutes)

Vanere Goodwin

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Bo Zhang

Associate Professor
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Technology may be used to enhance students' ability to imagine, to perceive and to solve problems. Many students have access to advanced graphing calculators, mathematical software, desktop and laptop computers. Yet a balanced use of technology to help students master basic skills and develop sophistication in mathematics can be challenging. We present scenarios of an approach from our experience.

Victoria B..

Creating a Campus-wide GIS Services and Support Infrastructure (50 minutes)

Hugh Devine

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Geographic Information Systems (GIS) technology is used in over 30 academic departments at North Carolina State University. This presentation will discuss collaborative efforts to create a campus-wide infrastructure to support faculty, staff, and student use of GIS. The GIS Research and Teaching Program at NC State is housed within the College of Natural Resources and attached to the Center for Earth Observation. Courses in GIS are taught in a number of other departments and colleges on campus as well. By virtue of a campus license, GIS software from Environmental Systems Research Institute (ESRI) is available across the campus network and accessible in computing labs across campus. The NCSU Libraries' award-winning GIS data services program makes geospatial data accessible and discoverable across the campus network and provides user support. Since May 2000, the library has provided campus users with free access to online GIS training via the ESRI Virtual Campus program. Over 30 online classes are available and nearly 1,000 course registrations have taken place to date.

Victoria C ....

Model-building for active, constructive problem solving. (25 minutes)

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Using Stella modeling software we will present several examples of dynamical systems, normally studied in first year physics classes, designed to increase student knowledge and understanding of computer modeling and simulation. When structured carefully, the activities can lead to the development of a deeper understanding of the fundamental concepts, as well as more effective problem-solving skills. Students are actively engaged in understanding the physical world by constructing and using scientific models to describe, explain, predict and to control physical phenomena. Stella is a dynamic modeling system in which the user can build models by creating a relational diagram and then assigning values and functions. Stella will produce output in numerical, graphic or meter form. We will show how you can rapidly customize existing models to meet your specific needs in order to illustrate concepts and principles in lectures.

Physics, Computer Simulations and Teaching (25 minutes)

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Processes in physics can be simulated in a computer. Computer simulations can be demonstrated on a screen. Python is a computer language which can be easily used for such simulations. Vpython is a module specially set up for classroom demonstrations using the Python language and three-dimensional graphics. With a LCD projector the details of a physical process can be demonstrated in a real-time simulation. Creative programs will make classroom teaching fascinating.

Concurrent Session 8 (Friday, 3:05–3:55)

Augusta A ....

The PowerPoint Cycle: From Notes Through Presentation Through Review (50 minutes, interest group meeting)

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As a model of preparing notes, as a presentation medium, and as a means of retaining material for review, PowerPoint embodies the notion of an iterative development of ideas. A body of notes, destined to become a sequence of "slides," in each "slide" grows by steps from the question or proposition through elucidation to conclusion. The development of ideas over several slides benefits from the refocus of issues demanded in selecting what to retain from one slide for the beginnings of the next. In another direction, with a little help from a drawing program a sequence of PowerPoint slides could become an animation. (There is an old joke with the punch line "slides? I thought those were moving pictures!" which technology may now have transmogrified beyond irony. During preparation, the world wide web becomes a file through which to seek for illustrations and applications. Last and perhaps not least, the material remains for students' and instructors' reference and review, with or without the incremental development which characterized the presentation. After a brief review (with PowerPoint, of course) of the points of view mentioned here, let us exchange approaches, experiences, and tactics. Bring disks, handouts, URL's as you will. What are the best tools for preparing material for presentations? Is PowerPoint the electronic analog of the slide tray (or carousel), or is it something beyond that? And if so, for good or for ill? Show and share favorites, entertaining questions as to wires and mirrors. Or come and just react. What are the best tools for preparing one's own material for such presentations?

Augusta B..

Teaching a Required Behavioral Science Course using Web-based Simulations and Exercises (25 minutes)

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The social sciences at the professional level are heavily involved in proving theory through the use of data supplied by standard sources such as the census. Yet at the undergraduate level students in social science courses are usually exposed only to the conclusions which come from more advanced research. Social science students do not have anything equivalent to laboratory in a chemistry class where a student gets to replicate important findings. Recent advances in computers and in simulations provide a chance for the undergraduate sociology student to get experience in

a laboratory-type situation where data analysis can be introduced so students can test ideas against a large data base. One such program is used at North Carolina Central University, where students get an opportunity to project curves, get feedback on opinions, learn alternative viewpoints, and finally to get homework to reinforce what has been taught. Examples of techniques covered include bar graphs, tables, Yule's Q, correlations and a simulation for social workers based on risk. The presentation will include a demonstration of how this is done, student grades recorded, and the material from a textbook expanded through the use of recommended sites from the WWW, including dynamic simulations of population projections provided by the U.S. Census. The software shown was developed specifically for the course, and is now Web-based.

FACET: Open-source Electronic Portfolios Anywhere in the UNC System (25 minutes)

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I will demonstrate and describe our collaborative two-year development of FACET: File and Commentary Exchange Tool, electronic portfolio software designed for the writing program at UNC, Chapel Hill. This application is now ready to share with others within the UNC system at no charge. I will discuss the four primary phases of the project: initial design, beta version construction, refinement, and, now, sharing it with other campuses. I will describe why FACET is essential to our writing program, and how it offers functions unavailable elsewhere. I will also give a brief demonstration of the program.

Blue Ash ....

Teaching Psychology with Technology (50 minutes, panel discussion)

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Kim Buch

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Dr. Kim Buch and I are instructors for two courses (Organizational Psychology and Introduction to Industrial and Organizational Psychology, respectively) that are required by the Fire Safety Engineering Technology (FSET) program offered statewide through UNC Charlotte. Mode of delivery has been designed to meet the unique needs of firefighters and emergency medical technicians who often work 24-hour shifts. While all coursework is delivered via the Internet, students may participate in live classes. Both courses are taught as 1/3 synchronously, 2/3 asynchronously. Synchronous sessions use Centra Software, which allows students who log on at the scheduled times to hear, see, and talk (via the Internet) with the instructor and other attending students. All attendees can mark on a white board for others to see. Copies of the synchronous sessions are saved, allowing both attendees and absentees to download sessions for later viewing. Students may complete coursework either in a group at a designated site or individually from other location that affords access to the Internet and computer technology. Asynchronous sessions include threaded discussions among class members, secure messaging to targeted individuals, and instructor initiated

announcements. Exams are administered and proctored at scheduled times at pre-approved locations. Student response to both courses has been very favorable.

Tidewater ....

Assessment Tools (50 minutes, interest group meeting)

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This interest group meeting was designed to discuss development of collaborative assessment tools associated with online and technology-enhanced teaching and learning.

Victoria B ....

An Interactive Online Course: A Collaborative Design Model (50 minutes)

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As the number of Internet-based courses increases and distance learning programs grow in popularity, educators raise important questions about the quality of these courses and programs. One of the educators' concerns is the level of interactivity (communication, participation, and feedback) between students and between teachers and their students. The concerns for the quality of interaction and communication becomes even more important if learning is defined as intellectual process of acquiring, processing, assimilating, and integrating information and ideas through constructive socio-cultural interaction. Discussion and dialog between instructor and

students and among students is a key feature of a learning environment that promotes deep learning and critical thinking. Transactional distance education theory points to the dialog as a determining factor in most, if not all, instructional events (Moore & Kearsly, 1996; Murphy & Collins, 1997; Saba, 1999). Transactional distance education describes not only a dimension of physical separation but also a communication gap that must be bridged by dialog in some structural fashion so that shared meaning can be constructed (Murphy & Collins, 1997). However, social dimension of learning in online courses or Internet-based instruction has received little attention. A few researchers who studied online courses (e.g., Kearsly, 1995; Hiltz, 1997; Sherry, 1996) observed that while communication options are plentiful and increasing, Internet-based instruction (online courses) has been focused mainly on student-content, self-study lessons and materials. It seems that simply making communication tools available to online students does not mean that students can and will use it. The presentation will describe the process of designing, developing, implementing and evaluating a highly interactive online course. It will present a collaborative design model and describe how online collaborative and cooperative learning activities were integrated in the design of the course content and assignments and how such activities were structured to promote the level and quality of communications among students as peers and between students and the instructors. The presentation will also provide detail information about the delivery process and the evaluation of the effectiveness of this interactive approach. A group of graduate students who participated in the course will report the quality of their learning and their satisfaction with the course.

Victoria C ....

Faculty Development, Recognition and Rewards (50 minutes, interest group meeting)

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Lisa Gueldenzoph

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This faculty interest group meeting will provide an avenue for discussing issues related to faculty development, recognition and rewards in the context of teaching and learning with technology. TLT is a very important aspect of faculty work life, especially with the current push towards distance education/e-Learning. There will be an exchange of ideas that will, hopefully, result in some suggestions that might help in the development of appropriate policies for our campuses.

*See also the related panel discussion **TLT and the Faculty Reward System** during Session 6 (Friday 11:10–noon) in Blue Ash.*

Concurrent Session 9 (Friday, 4:10–5:00)

Augusta A ....

Preparing Teachers with Technology: Two Current Initiatives at the Watson School of Education, UNCW (50 minutes)

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A cohort of UNCW faculty and interns will present an overview of current Watson School of Education innovations in the use of technology to improve assessment and to support inquiry based learning via the Internet. Topics include "River Run": Internet Science Inquiry and PT3: Using Handhelds to Improve Classroom Assessment. The first part of our presentation will be about River Run. River Run utilizes the Data Visualization Tool (DVT), which is a powerful utility for manipulating and displaying water quality data in a dynamic interactive method. The tool facilitates the exploration and examination of data on up to 13water quality parameters that have been collected along two river systems in Southeast North Carolina. The second part of our presentation will describe a PT3 pilot program for using handhelds in the classroom. The focus of the PT3 project is to train pre-service teachers and faculty to utilize the latest technologies to develop effective classroom formative and summative assessment practices over the three year period of the grant. The ultimate goal is to achieve a sustainable, transforming impact on both teacher preparation programs and regional school districts that will serve as application sites in southeastern North Carolina.

Augusta B ....

Student-Team Projects and Team-Teaching via Interactive Television: Two Collaborative Models with Applications Across Disciplines (25 minutes)

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The purpose of this presentation will be to provide descriptive examples (sample course materials and projects) of two different teaching/learning models of collaboration via NC interactive

television network (NCIH). Both models, by faculty in communication studies, have applications for faculty and students in a variety of disciplines (i.e. education, management, sociology, political science, etc.). The first model takes advantage of two fully equipped video-audio classrooms on the UNCW campus as students meet "across the distance" for a portion of the course (Communication Training and Development). Students learn to design and facilitate professional workshops and meetings/discussions using the interactive video conferencing network. Furthermore, students learn to take advantage of the interactive discussion capabilities of the technology by working with a partner to co-facilitate a workshop (from two different sites on campus) and actively involve their classmates in the learning process. The second model describes the pedagogical practices used to link two diversity courses from two different campuses across NC via interactive television. In this model students were enrolled in similar but different courses (Diversity in Public Communication and Intercultural Communication) at their respective institutions (UNCW & ASU) and were linked together for 8 interactive sessions throughout the semester. Brunson (UNCW) will describe the collaborative process employed to successfully construct a positive learning environment for both students and teachers.

International Collaboration to teach culture and language, using asynchronous discussion forum and videoconferencing with Japanese universities. (25 minutes)

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The technology has enabled/ helped us to internationalize the campus without having exchange students on campus or traveling abroad. On the TV or computer screens, we can see people in the other side of the globe and talk/discuss in whatever language we choose. In the fall of 1998 we started a Global Virtual University (GVU) at UNCW with three universities in Japan. As a part of the GVU, I have created and co-taught a culture class, "Japanese Culture Through Cinema/ Advanced English as Second Language" in the fall semester of 1998, '99, '00, and '01. Also I have created and taught a partially on-line course of the third semester Japanese language course "Intermediate Japanese / Elementary English as Foreign Language" in the fall of 1999, '00 and '01. The students exchanged their correspondence in Japanese and/or in English on the asynchronous discussion bulletin board, using WebCT and had face-to-face discussions via videoconferencing. The class meeting was conducted once a week for further discussion at each country with their local professors. The session will introduce the class structure as well as findings on the students' change in attitude to the partner country and recommendation of setting up an internationally collaborated course.

Blue Ash ....

Using On-Line Homework to Deliver Real-Time Assessment (25 minutes)

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We are experimenting with using an on-line homework application (see http://webhw.unca.edu) to deliver short multiple-choice assessment questions that provide feedback on learning outcomes in real time. The homework problems allow unlimited attempts, and after a correct solution is submitted, the student is routed to a short assessment which must be completed before credit is received. The student is not told whether or not the assessment question was answered correctly. Tools have been developed that allow instructors to compare pre-test and post-test results. Feedback received in this way can inform the instructional process, and allow for modifications that improve learning outcomes. We will present preliminary measurements on a class in introductory calculus-based physics using assessment instruments published in the open literature.

A Multimedia Approach to General Chemistry Laboratory Instruction (25 minutes)

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The success of students in a General Chemistry Laboratory course is heavily dependent on the comprehension of both conceptual and procedural material prior to the laboratory period. In order to improve the level of preparedness of our general chemistry laboratory students, the Chemistry Department at East Carolina University, in conjunction with the university's Multimedia Center and other university professionals, has developed pre-lab materials in a new and interactive multimedia format. These materials are presented through a series of interlinked web pages accessible through the Blackboard.com student interface. In addition to instructional text clarified by photographs, the multimedia package includes animations, which allow the student to "virtually" perform each experiment. Interactive sample calculations are provided and offer constructive feed back and correction based on student input. Sections addressing safety and waste are also present, as are pre-lab and post-lab questions. This multimedia tool has been in place for one year. Positive student response and improved preparedness have fuelled our ongoing development of the material. We are currently developing a manual-free laboratory experience in which experimental results and calculations are logged online by students during lab, providing immediate feedback and guidance.

Tidewater ....

Inter-Campus e-Learning Collaboration — The opportunities to outline and explore (50 minutes, interest group meeting)

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A discussion on integrated distance learning across the UNC campuses. The e-Learning future is bright. Let us come together to make it even better. As members of the UNC System start to bring their e-Learning offerings together, every aspect of e-Learning is affected. Each campus has developed solutions to the design and delivery of e-Learning. As the campuses begin to collaborate with each other, there is much to be gained by bringing this knowledge together. Planning for as much interoperability from the start will pay off in the future. The steps that can be taken to help avoid redundancy in course offerings are another opportunity that needs to be examined.

*See also the related presentation **Issues in Developing a Degree Consortium** during Session 6 (Friday 11:10–noon) in Victoria C.*

Victoria B..

The Center for Interdisciplinary Instructional Technology Research (50 minutes)

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The Center for Interdisciplinary Instructional Technology Research (CIITR) is designed to provide leadership campus wide in the generation and application of instructional technology research for improving student learning. This center fosters effective interdisciplinary teaching and learning methodologies. CIITR is a campus-wide cooperative project led by Sandra W. Huskamp. The center is a the catalyst for building an instructional technology pipeline on campus that incorporates research, deployment, dissemination, and integration of research findings into ECU classrooms and into K-12 classrooms. CIITR involves departments, schools and individual faculty members from the entire university community. CIITR structure and faculty work in integrating technology into the curriculum (including visualization work) will be shared.

Victoria C ....

What's The Point About Power-Point? Evaluating Student Reactions To Presentation Software
(25 minutes)

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The presentation will explore the plateaus and pitfalls of presentation software. Information emanates from two primary sources: (1) a review of the literature and; (2) results from a campus-wide student survey. Findings reveal scant evidence that presentation software increases learning. This technology is considered perfunctory and stifles classroom discussion, among other discoveries. Utilities of presentation software will also be discussed, including, among other findings, the entertainment value and the merits of helping students organizing lecture materials.

Pocket PCs: From the Classroom to the Cockpit (25 minutes)

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This session demonstrates how PowerPoint presentations can be used beyond the traditional settings such as classrooms and business meetings. PowerPoint slides that were used in a Private Pilot ground-school class to teach emergency procedures are sent to a COMPAQ iPAQ pocket PC. They can then be viewed using the iPresentation Mobile Player. If an emergency occurs during flight, the pilot traditionally has to find the Pilot's Operating Handbook, locate the page with the emergency procedures, and follow the procedures. This could take several minutes, delays the execution of the correct procedure, and diverts the pilots attention from other important matters. With the pocket PC, as this presentation will show, the pilot opens the emergency file, clicks to the appropriate slide, and begins emergency procedures, all within sixty seconds. The difference between beginning emergency action at one minute versus four or five minutes could be the difference between life and death.

Workshops and Seminars

All workshops and seminars will take place Saturday, 9:00–noon

Tidewater .... Seminar

A Stroll Down Computer Memory Lane
(aka Learning through Technology)

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Many of today's traditional university students (single, childless, 18-24 years of age) are visual and tactual oriented. They learn by seeing and doing and are excited by most things electronic. They are increasingly being raised on technology, are email and web competent, and proficient with computers and video games. They use technology but do not necessarily learn from it. Our challenge in teaching is to inspire these techno-savvy students to "learn" through technology in ways that do not require tremendous amounts of teacher-time to develop. This is where collaboration comes in. This presentation first illustrates some key TLT terminology, and then takes the audience on a journey through an array of individual and collaborative examples of using technology for effective teaching and learning. These examples make analytical use of computer software and other technology for visualizing, understanding and applying concepts, and fostering critical thinking, problem solving, and decision-making and communication skills in learners. In some cases the teachers collaborate to lessen the creativity workload. In other examples, students collaborate to become facilitators in one another's learning processes. The examples covered are geographical in nature but the strategies can be applied to many other disciplines.

Tanglewood .... Seminar

Promising Technologies for Easing the Responding and Grading Challenges of Composition Instructors (aka Help with Writing Assignments)

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This session explores technologies that can ease the burden on composition instructors or those teachers that employ Writing Across the Curriculum (WAC). How do various technologies advance or undermine progressive, collaborative, writing pedagogy? The session includes reviews, research, and samples of everything from low-tech and free rubric creation software, to robust course management systems, cyber-environments, tracking operations, collaborative tool suites, specialized writing support systems, feedback systems, ¿virtual dashboards¿, grammar software, and plagiarism prevention items. Which systems truly ease the instructional effort of responding to

hundreds of papers each semester and actually benefit novice writers. Handouts and a specially designed web site will accompany the presentation.

Sandpiper ....*Seminar*

Teaching by example: Sharing technological expertise with faculty peers
(aka Developing Successful Peer Workshops)

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As a new assistant professor at UNCW and the computers and writing specialist, I was asked in my first semester to design a workshop for my faculty peers. The workshop was supposed to instruct my peers to use technology to enhance their courses, and it was suggested to me that many faculty would appreciate learning to create or update course websites. To successfully design such I workshop, I had to quickly assess the needs and skill levels of the other faculty in the department and develop a tutorial and supporting materials that would be interesting and useful to the greatest number of my peers. My presentation focuses on strategies and a process for faculty, particularly new faculty, to use in developing successful peer workshops and supporting materials. I discuss methods for audience analysis, such as developing online surveys (see http://www.uncwil.edu/people/reillyc/survey/), designing structured and focused workshop content, creating and testing handouts, and making supporting materials that allow participants to go beyond the information presented during the workshop (http://www.uncwil.edu/people/reillyc/frontpage/).During this presentation, I also address other, less formal means of educating faculty peers about technology that supports instruction, including using peer teaching observations for this purpose.

Augusta B..*Seminar*

Project Management Techniques for Cross-Campus Collaboration
(aka Promoting Intra-campus Collaboration)

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When an application used for instruction is implemented on a campus, a cast of thousands (or at least a couple or three dozen) is likely to be impacted. This seminar will offer suggestions for ways to identify and involve the right people in an implementation project. Identifying requirements, managing the communication processes, negotiating between conflicting needs, and other elements of project management will be covered. This seminar will focus primarily on implementing commercial solutions (rather than local software development)using examples from the presenter's campus (Blackboard and a campus-wide events calendar). Discussion will be actively solicited from participants.

UNC Greensboro, Jackson Library Computer Lab... Seminar

Wrap Up Session for Librarians on Distance Education and TLT-Related Issues
(aka Library TLT Issues)

John Felts

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There will be no firm agenda for this seminar; this will be a place for librarians to come together as sort of a "dovetail" to the TLTC Conference, where we can discuss issues brought forward throughout the Conference, issues with teaching and learning with technology, distance learning, etc. Also, this may be an appropriate venue to briefly discuss the new "librarians component" to the UNC TLTC Portal. At issue would be major themes we would want represented, how to register and submit to the Portal, etc. This can be a powerful and rich resource for librarians across the state, but will only be as good as the content therein. Overall, we will let the discussion guide us as to what is relevant to our discussion for our seminar. Hope to see you there!

UNC Greensboro, McNutt Building ....Hands-on Workshop

Test Drive a Compaq iPAQ

Carolyn Anderson

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WSSU has been pilot testing the Compaq iPAQ for use in the classroom. This workshop will cover how we use the Pocket PC device in the classroom and why we have chosen it as part of our technology requirement. You will be given an assignment to be completed in "class" that involves searching the web on the iPAQ. You will also provide feedback to the presenter in real-time using the iPAQ.

UNC Greensboro, McNutt Building..*Hands-on Workshop*

Weblogs as Collaborative Tools

Dale Pike

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Weblogs represent a relatively new hybrid of several types of computer-based communication. A weblog is a chronological sequence of news-oriented communication, usually intended for a particular audience. Some weblogs are not much more than a collection of topical links to pertinent resources on the internet. Others resemble regular columns in a newspaper or newsletter-an expert who gives their perspective on current events. Weblogs offer a unique opportunity to share knowledge and experience with interested peers within and across campus boundaries. There are three primary reasons for the recent surge in popularity for weblogs in education. First, they are easy to set up. Second, they are easy to maintain. Third, they are relatively inexpensive. We will discuss the many tools available for creating weblogs, as well as the inherent strengths and weaknesses of each. This workshop will give participants an opportunity to view examples of educational weblogs. Each participant will also create their own weblog in the workshop and make several posts. Time will be given to play with the tools and interact with the instructor to determine how a weblog might fit into your teaching environment.

NC A&T, Location TBA...*Hands-on Workshop*

Digital Video Concepts, DVD, and Easy Movie Making With iMovie
(aka Digital Video: iMovie and Beyond)

Michael Dixon

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This presentation/hands-on workshop will focus on basic digital video concepts. Presentation topics will include tips to shooting great video, tips on buying the right DV camcorder, and how DVD creation is becoming an easy and affordable option for presentation and storage of course video-based content. The hands-on workshop which will involve editing video footage on the Macintosh using 'iMovie', one of the best, easiest, and cheapest video editing software programs available. Workshop exercises will include adding transitions between clips, adding background music, inserting titles and rolling credits, and exporting the finished product as a CD or DVD-ready file, streaming-ready file, and other options.

Notes

Map of Koury Conference Center Rooms

THIRD FLOOR

St. Andrews

Torrey Pines

Pebble Beach

B
Edinburgh
A

WC

Tanglewood

B
Augusta

Sandpiper

A

B
Tidewater
A

WC

Blue Ash Room

E

Grandover Room

W

A

B

C

Victoria Ballroom