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PLAYBOOK

TEAM

Teaching With Technology - A Student's Perspective
 -- Michael Whitesell



Utilizing technology in the classroom can be a great experience if it is implemented with careful planning and thought. As a senior, I have had the privilege of taking several classes that employed technology in learning. Through these experiences, I have noticed three key elements to making a technological classroom introduction a success:

1. Technology should be used to complement rather than to supplement the learning materials. Classes that use technology as a tool to fill in gaps in subject matter or stretch existing material prove to be unsuccessful, as technology cannot make up for material that is not complete to begin with. When used to complement the material and enhance the process of learning, for instance, providing better ways for a student to study for an exam or constructing a list of online resources, technology can turn out to be a positive tool with vast capabilities.
2. Always be fully prepared to work with the technology independently or with the assistance of a support team. Technology is not immune to 'technical difficulties'. Small problems turn into large setbacks if there is a lack of preparation. It is always important to have a backup plan.
3. Remember that technology cannot replace human interaction. It does not quench the need for informed and constructive classroom involvement and participation. Nothing can replace professor/student discussion.

I hope that these elements are beneficial in helping you fit technology into your teaching, as it can provide a different and exciting learning environment.



PLAYBOOK

TEAM

Maintaining Student Interest: Simple Techniques for Stimulating Student Use of Online Materials

-- Julianne Miranda



Creating online course materials is time consuming and requires careful planning. Once you've posted your course website, how do you make sure students will use it? In last weeks' issue, Carol Smith described principles for presenting and organizing your information for usability—summarize key points, be concise, chunk information into accessible portions, and make sure your users can find their way around. These ideas are perhaps the most crucial to insuring return visits to your website. Whether you are using Blackboard or have created a course website in the I drive, there are a few more simple techniques that will make your website truly interactive.

Ice-breakers. Have students create a simple introductory message about themselves—why they are taking the course, something interesting about themselves, a fact unrelated to their participation in the course. Then during the first few weeks of the course, have other students respond to at least one fellow student's posting.

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PLAYBOOK

Maintaining Student Interest

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TEAM

Discussions. Encourage student participation and direct interaction. Have students moderate discussions or engage in online debates. Create a student space for informal, “after hours” discussions that are not specifically related to course assignments, but allow for spontaneous reactions to the course content, current events, etc. Consider having “office hours” in Blackboard’s virtual classroom, and invite students to chat with you on a regular basis.

Feedback. Provide timely feedback. The online environment may be frightening to some students who fear that their interaction will be “wrong”. Encourage students to share their writings with other class members before posting to the course website.

Access. Choose the use of media carefully. When possible, make sure your media is in a format that does not require user intervention—that is, all sound, video and/or animations should not require the user to download software or plugins to use them.

News. Design the site for maintenance and keep information current. If relevant, consider using the announcements portion of Blackboard, or the first page of the course website to post “news flashes”. These could be links to current events related to the course, trivia questions, or images of interest.

Depending on the nature of your course, these are just a few ideas to get you thinking about ways to encourage regular and consistent student use of online materials



PLAYBOOK

Technology Assistance for Students

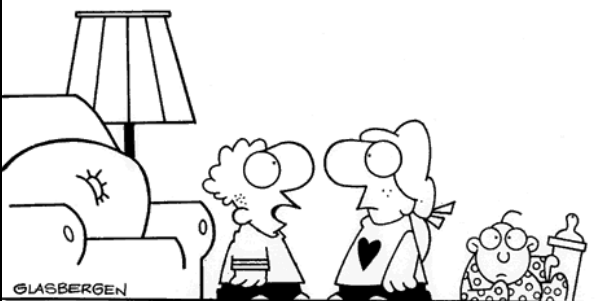
-- Chuck Kirkpatrick and Kyle Maynor

TEAM

Using technology in the university classroom can benefit both education goals and learning outcomes. Yet in order for those benefits fully realized, both professors and students need to be familiar with the technology used in classroom activities. Throughout the 2002 FITS Winter Term workshop we have been developing your skills as faculty and staff to more effectively utilize several kinds of technology tools. When you begin to put this experience into practice, you will also need to be able to answer an important technology question: **where can students get computer support on campus?**



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**“I asked my dad where babies come from.
He says you download them from the Internet.”**

Students are often comfortable using technology, but they certainly also need help to understand and use it better.

There are three different types of student technology assistance that are available at DePauw:

- Students are encouraged to use the online tutorials provided by Element K
- Students need to know about where particular software and computer equipment is available on campus
- Students should be familiar with where to get their technology questions answered or receive additional computer training

Element K online self-study tutorials are a great way for students, faculty, or staff to learn about software and computer tips 24 hours a day, 7 days a week. DePauw University community members simply need to set up a login account to be able to access the Element K web site (www.elementk.com). Element K offers self-study tutorials on a wide range of industry standard software including office suite, web authoring, or graphic design programs. For instance, many professors who make web authoring part of a course assignment direct their students to learn about Microsoft FrontPage on Element K. NaShara

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PLAYBOOK

TEAM

Technology Use at a Local High School

-- Lynda S. Latta



Prior to working in FITS at DePauw, I worked as the computer lab aide at Northview High School in Brazil, Indiana. As a result of having worked in both secondary and higher education, I have observed the use of technology in the classroom at DePauw is much more integrated into the curriculum than the use of technology in the classroom at Northview. Although each teacher has a computer available to them, there are no technology classrooms at Northview. However, there are two computer/internet labs available for the teachers to utilize during their class time.

The following lists the different ways in which Northview students interact with technology:

Word Processing	Weekly journal writing Research papers English papers Speech outlines
Specialized Software	Skillsbank (reading, language arts, math) Vocabulary Builder Choices (career research) Newsbank (newspaper archive)
Internet	Research College searches College course access
Presentation	PowerPoint (English senior projects, agriculture, health)
Publishing	Publisher (brochures, flyers, posters)
Assessment Testing	NWEA testing of freshman for ISTEP assessment purposes
Specialized Classes	Business (Word, Excel, PowerPoint, web design/development, programming) Technology Education (AutoCad, Inventor)

As you can see from the above list, the uses of technology are varied. The diversity of the student capabilities, the teacher's comfort level with the technology, and the type of class being taught are all factors that affect how computers are used.

Although the scope of projects varies greatly from class to class, it was encouraging to see the reception of technology use among the students. Those students who were timid about using a computer learned to download Internet material, those who had disagreeable attitudes about school came to the lab enthusiastic and ready to learn, and those who were already computer literate were able to advance to a higher level of using technology. Additionally, teachers communicated how these tools helped reinforce the learning goals they were presenting to the students and how the overall classroom dynamics had improved.

Although there are differences between the use of technology between Northview and DePauw, it is reassuring to see the educational community providing opportunities for students to learn how to use technology. After all, in a world where technology is emerging as an integral part of society, it is our duty to ensure that the future work force has the skills necessary to succeed.

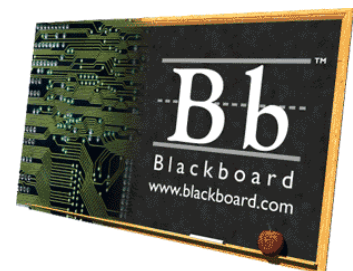


TECHNIQUES

TOUCHDOWN

Blackboard Tip

Any items that you add to the course tasks or course calendar will show up in each student's tools as well.

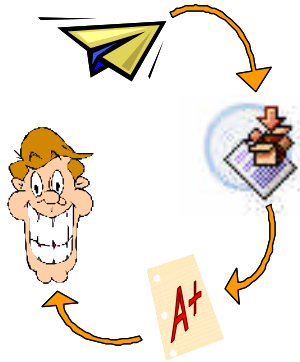




TECHNIQUES

TOUCHDOWN

Blackboard - Digital Dropbox



To assure that the instructor has a chance to view and grade a file only he/she can remove a file from the dropbox once the student has submitted it. This prevents a student from removing and altering any sensitive materials sent to the instructor.

Once an instructor grades or reviews the file and returns it to the student, then and only then will the "Remove" button reappear and allow the student to delete that file from the digital drop box. The digital drop box is designed as a temporary storage space for exchanging files. Files can be ordered but not organized into folders. If you want students to be able to view other student's work you can leave it in the dropbox and send the file to others in the class. Save the file on your local machine, remove it from the dropbox, and place the file in a content area such as "Assignments" or "Homework".



PLAYBOOK

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Technology Assistance for Students

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Mitchell is the person students should contact to get more information about Element K. You might also want to contact her (at nmitchell@depauw.edu) to get a copy of the Element K student handout to give out in class.

Software for students on campus falls in to two main categories, standard software programs that are available in every lab, and specialized or discipline-specific software that is only available in a few labs.

- Every lab on campus provides students with e-mail and internet access, office software like Microsoft Word, Excel, Powerpoint and Access, as well as similar programs from Corel (Wordperfect)
- For a complete list of the specialized software and equipment that is available in individual labs, consult the lab resources page at www.depauw.edu/it/labs/resources.html

The Student Technology Assessment Resources and Training program, also called START, provides student technology consultants and technology classes to help students get more out of the computers and software that are available on campus.

- START Consultants are student technical support tutors who assist others by helping them learn, use, and apply technology. START Consultants are always available in the Roy O. West Computer lab when it is open, and also in the Union Building, room 130, from 7pm - 11pm Monday through Wednesday.
- START technology workshops are available to all students. These sessions typically run for two hours. Some cover common software programs like Microsoft Word, Excel, PowerPoint. Other workshops introduce students to research on the web or general networking and computer concepts.
- Students must sign up for START workshops and there is a limit on the # of people who can attend a specific session. Contact NaShara Mitchell for more information about these workshops or for students to sign up. For a description of the workshops offered see <http://www.depauw.edu/IT/itap/workshopexplanations.asp> [*sic, at present the misspelling of explanations is the correct way to access the page.]
- Workshop schedules and START consultant schedules will be posted at the beginning of 2nd semester at www.depauw.edu/it/START

Students, faculty, and staff are also encouraged to make use of a number of general computer support tools as well. The Computing Services Helpdesk is available from 8 a.m. to 10 p.m. Monday through Thursday, 8 a.m. to 5 p.m. Friday, and 1 p.m. to 10 p.m. on Sunday. Please call extension 4294 to reach the helpdesk. In addition, a number of online resources are available at the FITS site (<http://www.depauw.edu/univ/fits/>) and Computing Services site (<http://www.depauw.edu/IT/>).

Clearly, there are a variety of resources and tools through which DePauw University enables student to make the most of the technology tools you integrate in to the classroom.





SCHEDULE

January 14-18, 2002 Weekly Game Schedule

GAME

Date	Time	Room	Event
01/14/2002	9:00-Noon	Roy O. West Computing Lab	Open Lab Time
01/15/2002	3:00-4:30	Asbury 117	Workshop: "Techniques for Using PowerPoint in the Classroom" (Dennis Trinkle)
01/16/2002	1:00-4:00	Roy O. West Computing Lab	Open Lab Time
01/17/2002	9:00-5:00	Roy O. West Computing Lab	Open Lab Time
01/17/2002	3:00-4:30	Campus-wide	Tour of Campus Technology Support Resources



TECHNIQUES

TOUCHDOWN

How to Create a Blank Slide in the Middle of a Presentation

The colors and graphic images that appear in most PowerPoint templates may not be an appropriate background for complex charts, graphs or pictures. Rather than use an entirely different template, you can simply change the color and background image on one slide. Here's how:

1. Select the slide for which you want a different background.
2. Click **Format Menu** → **Background**
3. Click the color drop down menu and select a different color (choose white for instance.)
4. Click to check the box beside "Omit background graphics from Master" 5. Then click "Apply" to apply the change to just this slide.



TECHNIQUES

TOUCHDOWN

Story Boarding

Techniques vary on the themes of capturing content, chunking and grouping, and visualizing structure. The following is an excerpt from the Web Teaching Guide. Here Horton describes the card sort method.

"Make a pile of index cards, each listing a content item you intend to include on your site: for example, "Madrigals," "Sonatas," "Dulcimer," "Mozart," "Monteverdi." Ask several people, perhaps three to five, to go through the stack of cards and make piles of items they think belong together. Once they have gone through the stack, ask them to identify higher-level similarities: have them pull the piles together to form larger groups, and then name each pile. This exercise should yield logical groupings for the content items and establish main categories to describe them."



TECHNIQUES

TOUCHDOWN

Copy Multiple Files At One Time

To copy multiple files in a sequence:

- Press the Shift key as you click on the first and then the last file you want to copy
- Click "Edit" → "Copy"
- Go to the location where you want to copy the files to
- Click "Edit" → "Paste"

To copy multiple files that are not in a sequence:

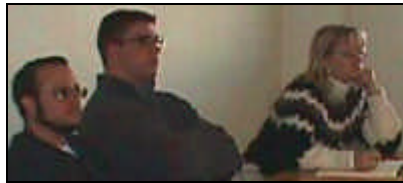
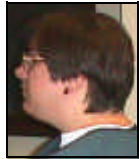
- Press the Control key as you click on the first and then the last file you want to copy
- Click "Edit" → "Copy"
- Go to the location where you want to copy the files to
- Click "Edit" → "Paste"

If you have any questions, please feel free to contact any FITS member on extension 4673.



CARDS

TRADING



DePauw University
FITS
 Winter Term 2002
 Faculty Workshop
www.depauw.edu/univ/fits

Located in **213 Harrison Hall**, the FITS Center offers a variety of resources for faculty.

Hours: 8am-5pm, Monday thru Friday.

Lab Phone: x4376

Walk-ins are welcome. During most times, a staff member is onsite to assist you.

FITS . . . We support *faculty* not technology.

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 Newsletter Editor: Lynda Latta

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