CTE Notebook

INSIDE THIS ISSUE . . .

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

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

Teresa Johnson, professor of

Classroomvideo.slu.edu

brings digital video to the classroom and to WebCT. Digitize your classroom instructional media tapes and DVDs and make them available with this new interface tool available through the Instructional Media Center.

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

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

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

nator for technology and learning. One of my major responsibilities was to assist faculty interested in integrating technology and learning. Integration of technology into teaching continues to be an emphasis of CTE. A technology advisory board provides input on the Center's efforts in this area, and three members of the faculty recognized for successfully integrating technology and teaching

available to them.

1. b) Blank transparencies.
Write on them as if were the
blackboard, using color to em-
phasize or outline. A possible
use of blank transparencies is
to distribute half or a third of a
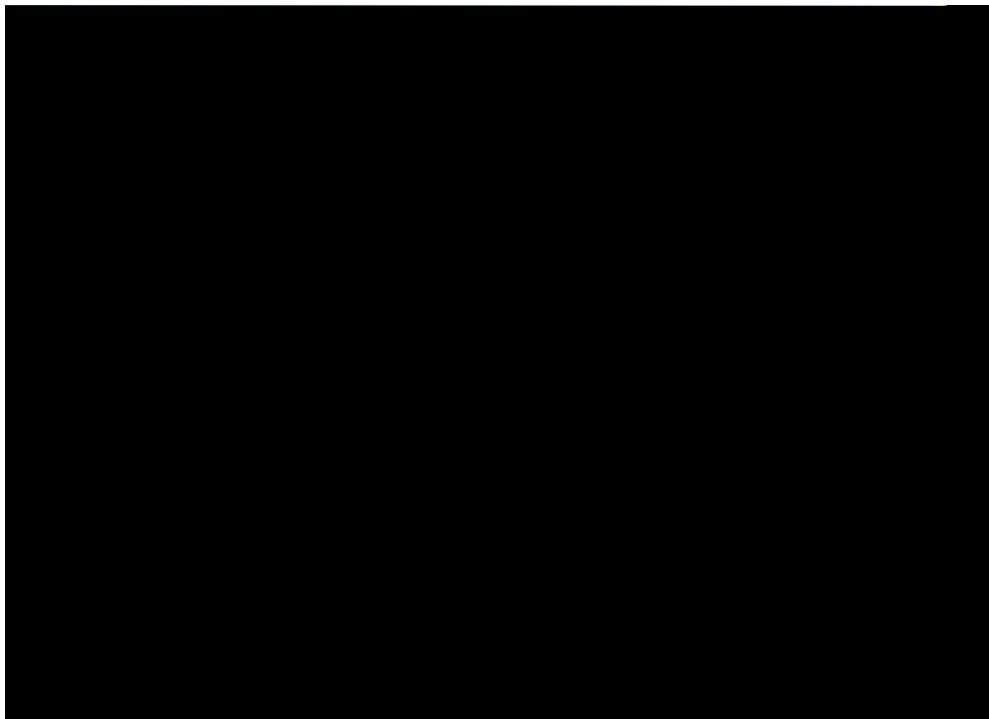transparency (along with color

been discussed after the test

Faculty inter-
est in the use
of streaming
video with
WebCT

Classroomvideo.slu.edu (continued)

Faculty Video Delivery in an Intranet Age
John M. Ashby

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

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

thoring environment.

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

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

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

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

Mark Your Calendars!

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

NEH Summer Seminars & Institutes-

In the last issue of CTE Note-book (), I made some suggestions for integrating learning technologies into teaching philosophies. In this column, I'd like to make a suggestion to faculty who are just beginning to explore incorporating technology into their classrooms: start small!

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

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

University has enough to form 2(s)

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

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

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

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

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

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

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

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

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

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

Friday, January 9th, 2004

Professional Development Opportunities in Pedagogy

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

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

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

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

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

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

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

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

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

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

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

Fall 2003 Effective Teaching Seminars

November 18 @ 1:30 p.m.
November 21 @ 1:30 p.m.
Verhaegen 212

Low-Tech Strategies to Incorporate
Technology into your Teaching*
Sandy Gambill, Assistant Director
Reinert CTE

November 25

Deadline for completion of portfolios
for December certificate awards

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

Certificate Ceremony

Helpful Technology Websites

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

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

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

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

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

60 MINUTES—TECHNOLOGY IN AN HOUR

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

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

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

WebCT Training
Fall 2003 Schedule

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

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

Advanced Tools
This series is aimed at experienced WebCT users.

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

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

Classroomvideo.slu.edu Glossary

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

- **Asynchronous:** Refers to activities that occur outside the boundaries of "real time".

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

Appendix B

SLU Audio/Video Quality Table
Specifications are subject to change

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

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