Spotlight on Teaching and Technology

IU

Kokomo

IU SBC Fellows Grants: A Focus on IU's Learning Environment

The IU SBC Fellows Program has issued its 2005 request for proposals (RFP). This year's program (round 6) focuses on leveraging the capabilities of IU's learning environment, a set of tools, technologies, and strategies that support teaching and learning, including Oncourse Collaboration and Learning (CL), newly developed learning spaces and wireless technologies, ePortfolio, and multi-campus collaborations.

Faculty on all campuses are invited to submit proposals for projects that examine and develop innovative methods of teaching and learning that maximize the power and flexibility of these learning environments. Round six includes three types of grants with varied deadlines from May 16, 2005 through January 9, 2006. More information and proposal submission guidelines can be found on the program's Web site:

http://sbcf.iu.edu

Grant Type/ Deadline/Amount	Purpose	Terms of Eligibility
Preparing for Innovation *May 16, 2005* Up to $2,500	Co-development of best practices for solving complex issues associated with moving course materials from Oncourse Classic to Oncourse CL while considering the opportunities of the new application. Successful candidates will work closely with IT staff to develop strategies for and documentation of effective transition to Oncourse CL.	All full-time faculty at Indiana University are eligible. Adjunct and part-time faculty must be able to demonstrate successful and engaged use of Oncourse Classic.
Examining Innovation *September 19, 2005* Up to $5,000	Conduct applied research on instructional strategies using one or more of IU's learning environments and advocate for technology innovation. Successful candidates will contribute to the IU good practices database, submit their results to an appropriate journal or other outlet, and make campus presentations.	All full-time faculty at Indiana University are eligible. Adjunct and part-time faculty must be able to demonstrate successful and sustained teaching record at IU.
Implementing Innovation *January 9, 2006* Up to $15,000	Create and implement innovative, multi-disciplinary uses of one or more of IU's learning environments to enhance student learning. Successful candidates will contribute to the IU good practices database, submit their work to an appropriate outlet, and make campus presentations.	All full-time faculty at Indiana University are eligible. Adjunct and part-time faculty must be able to demonstrate successful and sustained teaching record at IU. Proposals from teams are also encouraged with one faculty member (usually the program director) to be identified as the Principle Investigator and additional team members as project investigators(s).

Tech Tips
Chérie Dodd

Goodbye TUVOK hello DATA

We say good bye to our TUVOK network server which will be replaced with a new network server called DATA. If you have documents or Power-Points saved on TUVOK you will need to map to the new network drive and copy them to the new space **as soon as possible**.

Mapping a network drive
Instructions for IU Kokomo Faculty and Staff.

1. Log on to the ADS server.

2. On the desktop right click on the My Computer icon and select Map Network Drive.
   (*Sometimes with Windows XP you may not see the My Computer icon; in this case select the* **Start** *button and look for My Computer on the Popup menu and right click on it. The rest of the instructions will be the same.*)

3. Change the drive letter to U: unless that one has been used already in which case select any other free letter.

4. In the folder box type

   \\ko-cser-data.ads.iu.edu\users\UserName

   e.g

   \\ko-cser-data.ads.iu.edu\users\jdoe

5. Click Finish and wait a few seconds.

6. You will now be able to save your files to your **Data** folder.

Submitting Oncourse Grades

The link on your Gradebook Tool to submit your Official Final Grades to the registrar will once again be available this semester.

The link will only appear closer to the due date for final marks.

Please note: Oncourse uploads data to the Registrar at 9pm daily. Therefore the deadline for submission using this link is the night prior to the final deadline for grades. If you miss this deadline you will have to enter the grades manually through OneStart.

CTLA Training Schedule
March - April 2005

All training will be held in KO 068 Main Building

3/25	F	9 - Noon	Dreamweaver: The Basics
3/30	W	1 - 4	Outlook: Essentials
4/6	W	9 - Noon	Outlook: Scheduling for success
4/8	F	8:30 - 10	OneStart: Navigating the Portal
4/8	F	10:30 - 11:30	Remote Mouse Training
4/14	Th	9 - 10:30	Word: Collaborative Tools
4/20	W	1 - 4	Access: The Basics
4/22	F	9 - Noon	Dreamweaver: The Basics

Go to http://www.iuk.edu/cte/ist/Schedule.htm to reserve a place on the course or more information on the course content.

Software Requests for Fall

Software requests for Fall must be submitted by April 5th, 2005.

Please go to http://www.iuk.edu/it/areas/scs/forms/softreq.pdf to download the form which must be completed and returned to Computer Services Help Desk.

ITHelpLive

A new help service is available to all IU students, faculty, and staff.

Mon - Fri   8 am - 5 pm
Mon - Fri   8 am - 9 pm (beginning March 21)

This service is only available to windows users.

To use ITHelpLive please follow these steps.

1. Open your browser and go to http://ithelplive.iu.edu
2. Type in username and password
3. Type in question and select continue

Tech Tips
Chérie Dodd

ITHelpLive continued

4. Once connected, you will be prompted to install ITHelpLive software if this is your first visit

5. Once installed, the program will launch
    (For Mozilla Firefox browser - A launcher.exe file is downloaded to your desktop. Keep your browser open and run launcher.exe by double clicking it)

6. Wait for help consultant to talk to you

7. While you are waiting take a look at your security settings
    Security settings control the level of access the consultant has to your computer and can be changed any time during a session. The settings are low, medium and high. The lower the setting the more access the consultant has to your computer.

8. When session is ended select end session, then select Exit to leave the Help System

9. Once the session is complete an email is sent to you giving details which can be kept for future reference.

Ref: http://kb.indiana.edu/data/aoub.html, http://kb.indiana.edu/data/amyk/html,
    http://kb.indiana.edu/data/amxu.html, http://kb.indiana.edu/data/amnl.html

Reflections and Actions: Impacts of Professional Development on the Classroom
By Kimberlie Colson, IU Kokomo Lecturer in Spanish

My interest in the Annual Associate Faculty and Lecturer Conference this year arose out of some focus questions that I had asked my students to create at the start of the semester:

- How do we **know** when to stop reviewing for the quiz or presentation?
- How **long** should we study?
- How can we communicate in Spanish if we cannot **remember all 70 or so vocabulary words** at the end of each chapter?
- How do we **prepare prior to** each day of **class**? Do we just **write everything you say in class** or what?
- I love your class because it is exciting and I learn a lot. But when it comes to **demonstrating** to you that I actually **know the material**, I cannot. I am tired of failing my quizzes. Why can I not **make the connections?**

These questions, particularly those which contain key words or phrases highlighted in bold, forced me to consider different approaches that would help students move from memorized material within a huge block of time to creative and effective use of the language within a short span of time and then move along a continuum of steady progress. In other words, I wanted to find a way to involve my students in purposeful strategies to learning the target language. In *Conceiving Courses to Enhance Mastery of Learning* workshop, Doctors Margo Sorgman and Kathy Parkison discussed the notion of creating a classroom environment that helps students maximize their learning. I learned that it would be more beneficial to students and more fulfilling to me if I model every single learning aspect within each instructional unit of activity. Since the conference, I have made or will make the following changes to how I conduct class:

Service Learning—Value Added Education

By Aimee Sadler, Coordinator of Programming and Applied Learning

Service learning is a type of experiential learning that focuses on engaging students in service within the community as a specific facet of a course. The service learning component can be an integral part of the course or an option for students to select. Beginning this process is easy; faculty must evaluate the learning outcomes for a specific course and attempt to align them with a community need. An example of this may be to require students within a communications class to develop a newsletter for a non-profit in the community. The student would have to meet with the agency, write articles and design a news-letter. This would be a perfect illustration of a collaborative group project that could be a course component.

Effective service learning allows students to participate in course-relevant activities in a collaborative and involved environment. A critical piece of service learning is a reflection component. This can be done a number of ways: journaling, dialogues in class, presenting lessons learned to peers, experiential research paper, ethical case studies or portfolios.

There is an assortment of research available on the topic of service learning. It indicates that this teaching strategy has a positive effect on student personal development such as a sense of personal efficacy, personal identity and moral development. Career development and a student's relationship with the institution are also enhanced through service learning. Research also proved freshmen students who participate in service learning persist to the second year at a higher rate than students who do not participate in service learning.

In conclusion, if you are considering integrating service learning into your curriculum you must be intentional and purposeful. Evaluate your learning outcomes and evaluate your student demograph-ics. Many students have a strong desire to feel connected with the community and this is an excellent opportunity where all sides benefit. Lastly, be patient, occasionally a service learning project doesn't produce the desired outcomes immediately, the process may need adapted or re-thought completely, but the end result will be an enhanced learning environment for your stu-dents. Contact Aimee Sadler if you are inter-ested in utilizing service learning in your course(s). She can assist you in connecting with a community agency, securing funding, planning transportation and assessing the project upon completion. Aimee can be reached via e-mail at aesadler@iuk.edu or at 765-455-9491.

Reflections and Actions *continued from Page 3*

1) Show the whole process of getting meaning from a text, lecture notes, etc. Show students a portion of my lesson plans which include clear aims and goals for the week, related activities, key concepts and service learning.

2) Break the class into brief "study time" periods to engage students in self check practice. Provide a study grid which outlines basic steps to check for comprehension. Students take these sheets home and use them as guides for extended study. Prior to a major assessment, students are asked to review the study grids.

3) Provide separate study grids for the service learning piece which outline various aims/goals. Students can make a more concentrated effort to make meaningful connections through *real-life community based activities*.

Since a few of these changes have been made, I see a difference in the level of motivation within each student. They are less anxious prior, during and after a major assessment. Students are willing to take more risks with the target language. Risk-taking is now viewed as an integral part of gaining experience and knowledge, rather than a major step to earning a top grade. On the final exam, I will ask students to provide answers to their questions that were proposed at the start of this se-mester. Perhaps then, I will be able to gain some insight into how a few of the above changes affected their learning. Fingers crossed!!