



- * **Aaron, Lynn**, Rockland Community College
Convert Handouts to Web Pages
Monday, May 23, 1:00 pm - 4:00 pm, Science II-135
Workshops (Introductory)

This workshop is for faculty members who use Microsoft Word to create handouts and would like an easy and practical way to make the handouts available to their students on the web. People who are interested in putting information online for their students must consider two major factors: acquisition of the skills needed to create Web pages, and the amount of space available on the web server.

Skills:

Web pages are written in the HyperText Markup Language (HTML). They can be hand-coded or created by special Web page authoring programs, such as FrontPage or Dreamweaver, that function like word processors. It is also possible to use the HTML conversion program built into Microsoft Word. Since many faculty members already use Word to create their handouts, this is a time-effective approach.

File Size:

However, Microsoft Word adds a significant amount of proprietary code to documents to enable Microsoft features. This enlarges the size of the document, which, in turn, both uses up valuable space on the Web server and increases the time the browser needs to load the page. This code is not necessary for Web pages. Thanks to a relatively new feature, a simple adjustment can eliminate the code, resulting in smaller, faster-loading Web pages. Workshop participants will learn how.

Other Issues:

Since there are differences in file name conventions on a Web server and on a Windows PC, file-naming issues such as spaces, extensions, and the significance of folders will be addressed. A helpful operating system setting will be suggested.

Following the creation of presentable Web pages, copies of the pages must be transferred to a Web server. The FTP process will be discussed and demonstrated using a popular FTP program.

Access to the new pages will be accomplished by creating links on existing pages. A sample Web page will be provided. However, attendees are invited to use their own home pages if they wish.

In summary, this workshop will cover an easy and space-conserving way to convert Microsoft Word handouts into Web pages. Sample documents will be provided but participants who bring their own documents and the information needed to access their Web servers will be able upgrade their own Web sites during the workshop.

- * **Abramovich, Sergei**, SUNY College at Potsdam
Technology as a Medium for Elementary Pre-Teachers' Problem Posing Experience in Mathematics
Wednesday, May 25, 5:00 pm - 5:30 pm, LH-4
Papers (Intermediate)

One of the central tenets of the current reform movement in mathematics education holds that appropriate use of tools of technology is integral to the teaching and learning of mathematics at all grade levels. In the context of preparing teachers for the 21st century classrooms the word appropriate may include the notion of teacher as a technologically minded curriculum developer, capable of exploring (and helping his/her students to explore) new avenues in mathematical content. This notion puts mathematics educators involved in the preparation of teachers for elementary schools in a unique position because technology-enabled changes in pedagogy must be feasible from the very outset in the chain of students' educational experiences.

It has been more than a decade since the National Council of Teachers of Mathematics (1991) recognized the potential for technology to enhance one's problem posing experience. Nonetheless, as an extensive search of the literature indicates, the few existing papers that describe the use of technology as a medium for problem posing

are mostly concerned with secondary mathematics education. The presenters attempt to extend current research and development activities at SUNY Potsdam related to the use of technology in problem posing to mathematics education in the early grades. My research is motivated by my work with elementary pre-service teachers toward this goal, both at the graduate and undergraduate levels.

New York State Learning Standards for K-4 mathematics will serve as a background for technology-enabled learning and spreadsheet-based environments designed by the authors to be used with the teachers and their students alike will be introduced from a tool kit perspective. It will be shown how these environments allow for a meaningful combination of manipulative and computing activities in the elementary classroom. The authors intend to engage the audience in the discussion of multiple issues, both practical and theoretical, associated with the use of technology as a medium for pre-teachers' problem posing experience in K-4 mathematics, which includes:

- designing open-ended problems with more than one correct answer;
- the spreadsheet as a cognitive amplifier;
- the spreadsheet as a text;
- functional dualism of text in a technological paradigm;
- technology as a mediator between iconic and symbolic representations;
- technology as a mediator between intuitive and formal thinking; and
- hidden mathematics curriculum and technology.

Examples of elementary pre-teachers' problem posing activities enabled by technology will be shared.

✱ **Albrecht, Robert**, SUNY College of Technology at Alfred
Collaborative Strategies in the Development of a Writing Laboratory
Tuesday, May 24, 3:45 pm - 5:00 pm LH-7
Panels (Intermediate)

A \$36,000 grant from Gateway was used to transform an Alfred State College (ASC) classroom into an active learning laboratory for ASC students and writing faculty beginning in the fall of 2004.

Deborah Putnam, Vice President for Information Technology Services, Robert Albrecht, SUNY Distinguished Teaching Professor and Chair of the English and Humanities Department, and Calista McBride, Assistant Professor of English and Humanities, collaborated in numerous ways with others to create this active learning environment. Vice President Putnam procured the funding that enabled the college to purchase 21 tablet laptop computers and renovate a room in the Hunter Student Development Center as a wireless computer laboratory for the English and Humanities Department. Professor Albrecht, working with Assistant Professor McBride, wrote specifications for the room that support the teaching of technical writing courses, freshman writing, information literacy, and literature classes.

The rehabilitated room contains innovative equipment, furniture, and software that support online, computer-assisted, and traditional delivery for writing classes. The renovations include the installation of an observation window so that visitors can see ongoing projects throughout the academic year. All of the furniture is on wheels, and it can be nested for multiple teaching configurations, and the floor is wired for power so that teachers and students can create the parameters of the classroom environment day by day.

The educational emphasis has shifted to the concept of the active learner through the innovative design of this lab. Students use tablet laptops that recognize handwriting and voice. Written work is displayed through teacher software and projection tools that allow for collaborative and immediate feedback. As an outgrowth of this project, the Department of English and Humanities has developed electronic macro grading files to support faculty across the curricula in consistent commentary on student writing. Students and faculty are encouraged to become active participants in this classroom. In technical writing classes, students are encouraged to design large project documents that relate to their individual curricula and the professions that they will eventually enter.

This panel, coordinated by Professor Albrecht, will discuss ways to partner with outside resources, ways to collaborate internally, and the concepts of the active learner that ASC has applied to writing in the creation of this lab. Further details regarding the technology, the innovative and creative focus of the project, and the development of writing tools that encourage active learning will be examined.

- ✱ **Alicea-Maldonado, Rafael**, Genesee Community College
Offering Science Courses Online: The Challenges and Rewards
Tuesday, May 24, 6:30 pm - 9:00 pm
Posters (Intermediate)

On the Fall 2004, we began offering a chemistry course online at Genesee Community College. The course, Environmental Chemistry, is taken both by our students pursuing careers on the health fields (e.g. Nursing), and students who are meeting their SUNY Gen Ed science requirement. This course is a hybrid one that requires students to come to our campus four times during the semester to perform labs. It is delivered using WebCT format. The students participate in online discussions, take quizzes online, and use the textbook, study guide, and worksheets provided on the course to learn the material.

Some of the challenges of the online format are to educate the students to become self-learners, to teach them to manage their time appropriately to meet the deadlines, and to help them with the problem solving/math aspect of the course.

It is rewarding to hear from students how much their confidence in studying science and their appreciation of chemistry has improved after taking this course. I believe this is the result of giving students the opportunity to learn the material on their own with some help from the instructor.

The course materials using WebCT will be demonstrated, and the development and improvement of science courses using the online format will be discussed.

- ✱ **Bealle, Penny**, Suffolk Community College, Eastern Campus Library
Library Instruction Helps ESL Students Embrace Academic Discourse
Tuesday, May 24, 3:45 pm - 4:15 pm LH-5
Papers (Introductory)

Due to changing demographics in the United States, ESL students are a prominent population at universities and colleges. Integrating these students into the academic community is vital to their success. ESL students are highly motivated to gain the technical and language skills necessary to succeed in the academic environment. Among the requisite skill sets are effective research and information literacy skills. Therefore the development of effective library instruction for ESL students is extremely important.

A collaboration between an ESL professor and a library professor is presented and examined. The collaboration evolved from a 2003 Title III grant awarded the ESL professor for a project entitled, 'Demographically Speaking: An Interactive Approach to Teacher and Student Assessment of Academic Discourse.' Advanced ESL students researched demographic information on United States cities and presented it to their class. Some of the encouraging outcomes were that the students consistently cited their sources, valued subscription library databases as reliable sources, and incorporated information and quantitative content from their research into their software presentations.

The ESL professor used a video camcorder and software applications to track acquisition of targeted academic discourse as students worked on their projects. Their aural comprehension and oral explanations of data were assessed using narrative surveys and rubric-based tools.

Our assessment indicates that when library instruction was increased from one to three class sessions per semester, improvement in the students' projects was noticeable. Assessment data also suggests areas for

improvement in measurement instruments and in instructional procedures. For example, we will modify some multiple-choice questions to include more appropriate vocabulary. We will also require that students evaluate information sources to ensure that they incorporate evaluative vocabulary into their academic repertoire.

We invite you to help us explore effective ways to aid students in developing competency with academic discourse. Included amongst the possible discussion topics are:

- What are some characteristics of meaningful research topics that can engage ESL students in academic discourse?
- What do you perceive as the academic discourse needs of ESL students in two year, four year, and graduate programs?
- Do ESL students benefit from the same early and incremental approach to library instruction that is effective for other students?
- Would you like to share examples of how you have used educational technology to assist ESL students acquire academic discourse?

✱ **Bell, Carol**, Binghamton University

Designing Your On-Line Course

Monday, May 23, 1:00 pm - 4:00 pm, TTC LH-B71

Workshops (Introductory)

Course preparation can be time consuming for faculty even with today's technological advances. Taking materials from the traditional classroom and translating them to an on-line medium can often seem overwhelming. Explore the steps to creating an on-line or hybrid course that meshes with your pedagogical approach and keeps students actively involved in the learning process.

Participants will be guided through the process of analyzing course materials and evaluating how those materials translate to the on-line instructional medium. Using exercises, faculty will determine course objectives and designing a course that guides students toward these objectives.

Discussion will also address the various learning styles, best practices, evaluating content, feedback and assessment.

✱ **Bell, Carol**, Binghamton University

Using Blackboard's Content Management System

Tuesday, May 24, 2:15 pm - 3:30 pm, TTC, LH-B71

Hands-On Demo (Introductory)

The Blackboard Content Management System allows content and files to be shared effectively with individuals, groups, courses, or individuals outside the campus. Files and folders can be shared with users by granting read and write access or by creating 'passes' that provide access and enable collaboration for specific time periods. Course files can be stored in a central location and added to the course or courses. Permission can be given to teaching assistants or course builders to access these files and place them in the course.

The versioning feature allows users to archive, track, and access previous versions of their files automatically. Separate copies of files are created after each change is made to the document, providing an automatic backup for overwritten files.

Electronic portfolios enable students and faculty members to assemble, present, and share information online. Portfolios can be used to demonstrate academic progress, as a repository of works for graduate schools, career exploration, or research. The Content System also contains an Electronic Reserve component currently being evaluated by Binghamton University's Library staff.

Participants will add files, set permissions, create a portfolio, create passes to files and add content to courses using the Content System. This demonstration will also include a brief discussion of Binghamton University's implementation and use of the various features of the Content System.

- * **Berardino, Lisa**, SUNY Institute of Technology at Utica/Rome
Faculty and Student Survey of CourseSpace Applications
Thursday, May 26, 11:15 am - 11:45 am, LH-3
Papers (Introductory)

CourseSpace brings some of the SLN distant learning technology into the traditional classroom. Currently, CourseSpace is used by faculty in a wide range of applications. This paper presents results from a survey of faculty and a survey of students about their use of CourseSpace (e.g., advantages and concerns).

The faculty CourseSpace survey included the following items:

How is each faculty respondent using CourseSpace compared to classroom and pure distance learning options? What teaching material is placed on CourseSpace? In what class size does CourseSpace work best? What are the objectives for use? Have they been fulfilled and what measure is used to determine fulfillment? What if any is the attendance policy? Is there a difference in the quality of student work? How does CourseSpace enhance or detract from instruction? In other words, what are the advantages or disadvantages to faculty?

The student CourseSpace survey included the following items: How do students rate CourseSpace compared to traditional classroom or pure distance learning as a method of delivery and as a learning experience? What do they view as advantages and disadvantages? When it works for them, what makes it work? When it does not work for them, what makes it troublesome? Do responses vary by the number of courses taken via CourseSpace?

Preliminary discussions about CourseSpace indicate several advantages. Faculty indicate that CourseSpace adds flexibility in course design, increases program enrollment, accommodates the different learning styles of students, and overcomes language barriers.

Preliminary discussion about some of the potential CourseSpace concerns includes student confusion and the extra time required.

In summary, CourseSpace has delivered many of the advantages found in the SLN on-line courses to our traditional courses. Many faculty have adopted CourseSpace and have found a range of applications. Two surveys (a faculty survey and a student survey) explore how CourseSpace is being used, where CourseSpace is working best, and how CourseSpace can be made to work better.

- * **Biasetti, Regina**, Stony Brook University
How to Convert Your Number Grade to a Letter Grade Quickly and Accurately
Tuesday, May 24, 6:30 pm - 9:00 pm
Posters (Intermediate)

LOOKUP VALUE AND ABSOLUTE VALUE

Learning Objectives: (1) Participants will understand how to create a table which stores the number and letter grades; (2) Participants will be able to differentiate when to use a formula that needs to utilize absolute value and a formula that does not contain absolute value; (3) Participants will understand the concepts of how and when lookup value can be utilized in a spreadsheet.

Purpose: Many faculty members use Excel to keep track of their students' grades. After students' grades have been calculated, the final grade number must be converted to a letter grade. At Stony Brook University, we use SOLAR to record students' grades; SOLAR allows input only of letter grades. But no longer will the faculty

member need to look at a chart to make sure that an 87 equals a B+. By using two features (LOOKUP VALUE and ABSOLUTE VALUE) offered by Excel, faculty and staff will have number grades converted to letter grades instantly. This formula is one that many faculty and staff do not utilize; yet once exposed to these Excel features, instructors will find the time-saving feature extremely helpful.

Method: By using the LOOKUP feature available in Excel, faculty and staff can easily convert the number grade to a letter grade. To utilize the LOOKUP feature, faculty and staff will first create a table containing a grading scale. This table will include the letter grades and the number grades that correlate to the each specific letter grade (ie letter grade is B+; number range is 87-89).

Next, a formula will be created. This formula will direct the cell containing the final number grade for the course to go look in the table, locate the final number grade in the range, locate the letter grade that correlates to this final number grade, and then place the corresponding letter grade into the cell where this formula exists.

By using ABSOLUTE VALUE in a formula, the LOOKUP formula can be copied to every cell containing the students' final number grades. ABSOLUTE VALUE is used in formulas when you want part or all of the formula to remain consistent. ABSOLUTE VALUE will allow our formula to look in the table which contains the grade range.

Once faculty and staff learn the basics of creating the table and writing the formula, they will be confident enough to use these features in other areas of their spreadsheets.

✱ **Bordeaux, Abigail**, Binghamton University

Keeping Current, Keeping Track

Tuesday, May 24, 3:45 pm - 4:15 pm, LH-4

Papers (Introductory)

In the past 'current awareness' meant walking over to the library to browse print tables of contents in the current periodicals room. For several years many journals have offered table of contents alerts via e-mail, and now more services are springing up to help us stay current with the latest information in our fields. Once we find current information, we face the increasing challenge of organizing it and finding it when we need it. This session will offer a tour of some of the technologies available to help us do both.

The first part of this paper will be a demonstration of RSS feeds for scholarly journals and other web-based resources, as well as of alert services such as those of Google, ProQuest, and Ebsco.

The second part will be an introduction to tools that assist with saving, organizing, and sharing web-based information, such as Furl.

Participants will leave with a basic understanding of these services and a handout to guide them through the process of using some of them.

✱ **Bozak, David**, SUNY College at Oswego

Oswego's Hybrid Task Force Report

Thursday, May 26, 12:00 pm - 12:30 pm, LH-3

Papers (Introductory)

When faced with the possibility of hybrid courses being offered without a campus-wide policy to provide a level of accountability and assessment, a moratorium was placed on such courses, concurrent with the creation of a task force composed of appointments from both the Faculty Assembly (governance) and administration. The Hybrid Task Force was established in mid-November 2004 with an aggressive timeline to provide a draft white statement on Best Practices for Teaching Hybrid Courses at SUNY Oswego due February 15, 2005 to governance and administration. Reactions to the draft were to be sent to the task force by March 15 and a final report due to the campus by April 15, 2005.

The task force was charged to investigate such issues as:

- maintaining the quality of the academic experience for students;
- helping students develop the skills to take courses in this format;
- ensuring out-of-class contacts between students and faculty members;
- alerting students who are registering that a particular course is a hybrid course;
- helping faculty members develop the pedagogical and technological skills to prepare and teach hybrid courses, if they wish to do so;
- clarifying choices that faculty face concerning hybrid courses and their impact on terms and conditions of faculty workload;
- placing restrictions or limits on hybrid offerings;
- assessing the impact of hybrid courses on the traditional college classroom and campus experience;
- assessing the costs and benefits that will accrue to students, faculty, and the wider SUNY community as a result of moving in this direction.

This paper will describe the issues raised in that final report, the recommendations made, and the future of hybrid courses at Oswego.

- * **Bronson, Greg**, Cornell University
Dashboard for Controls; AV Controls with a Common Look and Feel
Wednesday, May 25, 10:15 am - 10:45 am, LH-8
Papers (Intermediate)

Using the car dashboard as a metaphor, the Dashboard for Controls makes the following assumptions about audio visual presentations and works in the following manner:

- Assumes that end users may need to be trained on the system interface at least once prior to first use. However, after that first use, and by exposure to like 'Dashboard' implementations, a user will rapidly gain confidence (by learned experience and exposure of like implementations) for what to expect in other (future) compliant systems. In short, reading the manual should not be required to present to a live audience using a compliant touch panel interface.
- Includes in the Dashboard guideline (Ver. 1.0, which is expected to be available at Infocomm '05) a text-based document listing recommended 'Best Practice.' However, of equal importance will be the graphic 'overlays' showing the basic regions and components of the Dashboard as well as sample graphics showing how the Dashboard might be applied.
- Will embrace, like the automotive dashboard, the uniqueness of application and style of the implementers. While maintaining compliance with the guideline, creators of new systems will have sufficient latitude to create 'signature' control interface products. Some controls will comply and look very utilitarian while others will comply and have a refined graphic appeal.
- Can be implemented as the exclusive interface to an AV system or alternatively as a secondary interface for users to 'ask for by name' via a system welcome page option selection.

The process, as completed to date (which was used to build Industry consensus) will be outlined, including results of survey work.

✱ **Brown, Elizabeth**, Binghamton University

From Student to Scientist: Using a Team-teaching Approach to Develop Scientific Communication Skills

Wednesday, May 25, 11:00 am - 11:30 am, LH-13

Papers (Intermediate)

Integrating research and communication skills into a graduate program is crucial for students' career success. Science graduate students develop technical expertise in specialized areas, but frequently have little experience communicating peer-reviewed work to colleagues. Activities such as preparing manuscripts for publication, creating and writing research proposals for future work, planning and presenting poster and paper presentations, and objectively reviewing others' work for funding and journal publication are rarely addressed in graduate coursework. Laboratory research provides students experience in writing and speaking to peers, but the extent of training and participation varies by discipline and research advisor.

Many science departments require graduate students to take a research seminar class as part of a degree program. We propose structuring the assignments in the course to prepare students for successful careers as scientists. Assignments progress from selecting and narrowing an area of research to creating an original research proposal to solve a problem. Class members then evaluate their peers' work through panel reviews, an oral presentation, and a poster presentation.

Team-teaching a graduate seminar course allows science faculty members and librarians the opportunity to work together to develop research skills. Each instructor focuses on different aspects on the course, and provides feedback to colleagues when not lecturing. Our paper will give suggestions on structuring lectures, class discussions, and course assignments to create a student-centered learning environment. Advice on how to divide course responsibilities and lecture material will also be covered.

Successful courses are dependent upon mastery of a variety of course management (Blackboard), presentation (Word, Powerpoint), and research tools (Web of Science, INPSEC, Scifinder Scholar, Beilstein Crossfire). Our paper will discuss criteria for selecting these tools and methods for integrating technologies for better scientific communication.

Creating and promoting a practical, skills-based seminar course for a graduate program provides many benefits for the student. Incorporating team-teaching with the library, fostering a student-centered learning environment, and integrating a variety of technology tools can also reduce instructor work load, and in the process create a richer learning environment for the student.

✱ **Buckley, Jeanne**, Rockland Community College

Connections for Learning: Preparing Rockland County Teachers for Distance Learning Initiatives

Wednesday, May 25, 2:45 pm - 4:00 pm LH-10

Panels (Introductory)

Rockland County has recently completed a technology project that will expand learning opportunities for its students and residents. This initiative, which took four years to complete, provides interactive video conferencing capabilities to nine of Rockland County's public school districts, five public libraries, three teacher centers, Rockland Community College, Rockland BOCES, and the Rockland County government. Teachers are now poised to take advantage of this technology, but will require significant training and support to be successful. Luckily, teacher training activities have already been successful by focusing on the learning opportunities inherent in this technology. Two county partners --Rockland BOCES and Rockland Community College, have joined forces to create teacher training opportunities over the next 6-12 that will prepare teachers to use this technology in their classrooms.

This initiative will provide students with the chance to take virtual field trips to museums, attend classes not available in their schools, and communicate with government leaders. The public libraries linked to the network can provide students and teachers with instantaneous information. However, teachers require instruction and

support to learn how to use this technology effectively. Recognizing this fact, staff from the Local BOCES and Rockland Community College have joined efforts to help teachers navigate the technical and pedagogical issues involved in incorporating this technology into instruction. This session will describe these activities and demonstrate a training product we have development specifically for teachers.

SUNY Rockland Community College and Rockland BOCES have collaborated on the development of a DVD training product. The purpose of the DVD will be to showcase how videoconferencing can be used to enhance instruction and community outreach.

Various chapters with examples containing elements of sample videoconferences will be highlighted. Topics in Science, The Arts, Social Sciences, Foreign Languages/ESL, Early Childhood and Community Outreach will be presented and discussed. A chapter on 'Getting to Know the Basics' will include Basic Troubleshooting and Basic Classroom Set-Up as well.

SUNY Rockland Community College and Rockland BOCES are excited to be able to provide this very useful teaching training tool to the County of Rockland's K-12 schools, libraries, teacher centers, county government and beyond. By providing such a tool, the stakeholders in the Rockland County consortium will be able to share ideas with one another, work on videoconference projects with each other, and create ideas for collaborating with other areas both local and global.

- ✱ **Buonanno, Laurie**, SUNY College at Fredonia
Team Teaching an SLN Cross-National Course
Wednesday, May 25, 1:15 pm - 2:30 pm LH-2
Panels (Introductory)

This panel will include a joint paper from three participants of a six-person multi-campus, international team who teach and manage an undergraduate course entitled 'The European Union.' The course was created in conjunction with SUNY's Cross-national Project (Office of International Programs and SUNY Learning Environments) and the Institute for European Union Studies at SUNY (IEUSS) and is taught on-line via the SUNY Learning Network. Participating campuses are: SUNY Cortland, SUNY Fredonia, Jamestown Community College and Manchester Metropolitan University (United Kingdom). The Commission of the European Union provided funding to the IEUSS to launch this project. Dr. Henry Steck, Distinguished Service Professor, Director of Center for International Education, Cortland, will speak from the perspective of a faculty member who is new to on-line teaching. Dr. Laurie Buonanno, Associate Professor, Fredonia and IEUSS Director will discuss the strategies for laying the foundation for such partnerships. Ms. Connie Pilato, Instructional Technologist, Jamestown, and IEUSS Director of Technology will explain the integral role of the instructional technologist and course manager. The paper and presentations will include the following information: counting FTEs, building the course template (syllabus, lectures), selecting a MID, working with campus academic coordinators, organizing student discussion, selecting course evaluation measures, sharing grading, communicating and planning among the faculty team (telephone and computer telephony), and building face-to-face opportunities for participants.

- ✱ **Butler, Thomas**, Rockland Community College
Students' Learning Styles and Their Preferences for Online Instructional Methods
Tuesday, May 24, 4:30 pm - 5:00 pm LH-5
Papers (Introductory)

Background and Purpose: The number online courses and complete degree programs has rapidly grown. The number of online courses will continue to increase as will the enrollment. This research project addressed the following. Is there a dominant learning style in students who enroll in online courses? Is there a preferred instructional method used in online instruction? Finally, is there a relationship between learning styles and the preferred method of online instruction?

Methods: A two-part survey was administered to all online graduate students (N= 331) at Seton Hall University. Part A of the survey consisted of the Gregorc Learning Styles Delineator (GSD) while Part B was a survey, constructed by the researchers, which consisted of demographic questions and a Likert scale rating of online instructional method preference.

Analysis: Learning styles were determined according to the GSD. Descriptive statistics and Pearson-product correlations were calculated. Principal component analysis, using a Varimax-Kaiser methodology with orthogonal rotation, reduced the constructs to six extracted factors. Pearson-product correlations were calculated for each factor.

Subjects: They represented a cross section of all the graduate degree programs offered by SWW. The mean age was 38.08, and 71.9% were female. The vast majority were enrolled in their degree programs longer than four months (97.9%). Only 6.3% of the students indicated that this was the first web course taken while 83.3% had taken three or more web courses.

Results: Subjects (N = 96) displayed various learning styles with dual learning styles (56.2%) representing the largest group. Strong preferences for asynchronous log-ons (99%), a high degree of interaction within the course, and a high degree of satisfaction with their online programs (95%) were found. Correlations were found between learning styles and preferred methods of online instruction, which seemed to supplant those that might be preferred according to learning styles. Additional analysis between students' learning styles scores and the six online instructional methods factors was inconsistent with learning styles.

Discussion and Conclusion: Students chose online education opportunities primarily because of the convenience (92%). The large percentage of dual learning styles indicated flexibility with the method of online instruction. This supports previous research. Forms of online pedagogy that stressed asynchronous learning, individual assignments, and threaded discussions correlated with students' learning styles. Correlation with the six extracted factors also supported previous findings. An alternative explanation of these findings may lie in the student's personal motivation for seeking a graduate degree.. Future research should focus on the relationships between learning styles, motivation, and online learning.

✳ **Caers, Michelle**, Desire2Learn, Inc.

Learning Objects and Learning Object Repositories: What Does It All Mean For Me?

Tuesday, May 24, 4:30 – 5:00 pm, LH-13

Vendor Presentation (Introductory to Intermediate)

The cost of developing and delivering quality education is significant, whether it's in a classroom or through eLearning. Administrators and educators are often concerned with the time and costs required to create and deliver courses. The Desire2Learn Learning Object Repository (LOR) is an easy-to-use and standards-based learning object repository that can store, share, and track learning objects (LO's), digital assets (e.g. movies, animations, images, etc.), and other content objects. Designed to meet the unique needs of the learning environment, the D2L LOR empowers you to effectively capture, reuse, and manage content across multiple programs, courses, sections, entire organizations, even across the entire State Department of Education.

The D2L LOR helps organizations easily and securely manage content and, consequently, reduces duplication. By implementing the D2L LOR, costs associated with development, delivery, and management of your learning environment can be significantly reduced, while improving the overall satisfaction for students, teachers, faculty, and administrators.

Furthermore, the D2L LOR enables you to create multiple repositories to handle storage of LO's, and provides the mechanisms for users to search one or more LOR's, provided they have the appropriate access rights. This process allows you to divide the responsibility for the creation and management of content objects among departments, or to have different staging areas for objects as they move through the development cycle.

- * **Caers, Michelle**, Desire2Learn Inc.
The Innovative Teaching and Learning Environment
Thursday, May 26, 9:45 am - 10:15 am, LH-10
Vendor Presentation (Intermediate)

Come and learn how organizations such as Minnesota State Colleges and Universities, University of Wisconsin System, and Florida Distance Learning Consortium have dramatically improved student success and retention, and increased enrollment. With unlimited customization and unmatched scalability, Desire2Learn delivers new and innovative teaching and learning technology for both blended and distance education courses for individual institutions to state-wide consortia.

This presentation will provide you with an overview of the Desire2Learn Learning Environment comprised of a complete suite of easy-to-use teaching and learning tools for course development, delivery, assessment, communication and learning management which provides an end-to-end solution that is tailored to your specific needs. The Desire2Learn unique architecture enables a single hosted environment to support the very diverse needs of multiple campuses while giving the ability to share and collaborate as a group, and to retain appropriate autonomy at the appropriate levels.

Furthermore, the key to successful online teaching is to understand that technology only facilitates the learning process. The real learning takes place in the dialogue - the interaction among learners, instructors, the activities and course materials. Through the use of interactive learning techniques, instructors can seek out innovative ways to make each online learning experience unique and empowering for learners. The D2L platform will enable a learning environment to flourish through the use of flexible tools, sound eLearning principles and an intuitive, user-friendly interface.

Discover new and innovative teaching and learning methods using the D2L Learning Environment. Come and view a live demonstration and see how you can improve the quality of the teaching and learning experience.

- * **Camp, Susan**, SUNY College at Oswego
Intellectual Integrity: The Oswego Approach
Tuesday, May 24, 3:45 pm - 4:15 pm LH-10
Papers (Introductory)

SUNY Oswego faculty have embraced using web based and web enhanced courses as part of the mix for program delivery. Prior to using the web for assignment submission and grading, faculty relied on their knowledge of student abilities and their knowledge of research in their discipline to identify intellectual dishonesty. We might assume that few plagiarists were caught, and fewer were given an appropriate reward for their plagiarism. Cheating on tests was also often missed and usually those caught could not be convicted of their crime.

Recently with the wide use of the web for researching and then submitting written work, plagiarists are caught and can immediately fail the assignment or the course. Once they have received their zero, they often do not even argue. They know they have been caught. Our perception at Oswego was that there has been too much intellectual dishonesty and we have had no planned, consistent process to deal with it.

A distance learning committee took this issue on as important for immediate work. Involving staff from continuing education, and faculty from the library, the college of arts and sciences, and the school of education, a plan was formulated, responsibilities for development assigned, and within one semester an Intellectual Integrity document and accompanying assessment was ready for inclusion in all SLN courses. Although the recommended use was to require students to read all II documentation, then require that they take the 15-20 item test, each faculty member decided how he or she would use the assessment. At the end of the test students were to type their name and student ID to confirm that they had read the documents on II and the SUNY Oswego policy.

Several faculty required that students score a 100% before any of their assignments would be graded and that if intellectual dishonesty were detected post quiz the student would fail the course. Each faculty member can establish how he or she will deal with each student and each issue within the framework of the approved Intellectual Integrity policy of SUNY Oswego.

Following the summer pilot, all faculty were given the opportunity to use the II document and one of three assessment forms in their online courses.

Faculty perceptions of the results of this initiative will be shared at CIT.

✳ **Capraro, Tom**, Mohawk Valley Community College

Mapping a Course through Course Material

Thursday, May 26, 10:30 am - 11:00 am, LH-7

Papers (Intermediate)

In the Fall 2004 semester I introduced 'Cmap tools' software to my BI 206 (Introduction to Anatomy and Physiology) students. These students are elementary education majors and I felt they would benefit from using this software to aid in their studies of this course and as a future tool for them in teaching. The software is free and can be downloaded at <http://cmap.ihmc.us/download/>. 'Cmap tools' is a software product for constructing concept maps and is a product of the Institute for Human and Machine Cognition at the University of West Florida.

Students started out doing the Cmaps individually on the material we were currently covering in the course. The software is easy to use and students enjoy the artistic ways the program allows them to present the information.

Later in the course, I divided the class into groups of 3 or 4 and assigned them the next chapter material. The groups formed their individual folders on an open site associated with the software. This allowed them to post, add, and correct the Cmaps in an asynchronous manner. After the stated deadline, I reviewed and graded each group's Cmap and posted my comments and grade in an annotated note attached to each map. Each student also submitted a grade for each of their group members as to their participation in the group project.

I plan to try this exercise again in the Spring semester and will report on the results and student comments.

✳ **Carter, Monica**, State University at Buffalo

Photoshop: Layers

Monday, May 23, 6:00 pm - 9:00 pm, TTC LH-B71

Workshops (Intermediate)

Compose and manipulate images using Layers in Photoshop. This intermediate level workshop covers Layer basics, Layer Masks, Adjustment Layers, and Layer Styles. Participants will also complete a real world project that incorporates concepts covered in the workshop.

A basic knowledge of Photoshop (or similar image editing program) is required.

✳ **Catel, Mylene**, SUNY College at Potsdam

Online French: In-between Customized Blackboard and Webboarding

Tuesday, May 24, 3:00 pm - 3:30 pm, LH-13

Papers (Intermediate)

Teaching a language at SUNY Potsdam seems to have come full circle, from the traditional classroom, mixed in with what was thought to be the smart future to back-to-the-future with Blackboard as the main framework but still being used as the sealed skeleton of an online bookmark of the traditional classroom. I sincerely, regretfully doubt that Bb is suited to accommodate the best communicative models in language acquisition and practices.

Even in my 100-level and above sequences, when Bb is supposed to be only an online extension to the smart classrooms, it fails to offer basic (forget advanced) practice possibilities for the student and teacher alike when it comes to the oral and aural skills. The student cannot record his or her own voice on the Bb site. The student can listen to me and practice repeating short phrases or listen to short questions, provided I have recorded short mp3 files and attached them under devoirs. This operation is tedious and takes a long time. Most of the time, it seems a waste of time.

The reason might be very well that Bb looks like another http, another bookmark from a regular text book and students and teachers are getting used to the idea of web books. In other words, the framework has outdated itself, or the framework is good enough for only instructors who are beginning to get used to the idea of teaching online, since it has the reassuring quality of a integrated electronic textbook.

The static nature of Bb freezes over innovative teachers more than fueling their creative sparks. The interactive nature of my classes demands a constant s(t)imulation, populated daily, generated by dialogues, and reformatted by needs among students and teacher. Bb needs a make over! Basically, anybody should be able to customize it as s/he wants and needs it to work as a language teacher.

If I cannot use Blackboard exclusively to teach French online as I early on discovered, I may as well teach as a Webboarder, since surfing between chaotic googling acts, documenting and capturing sounds, images and videos without structure or context on limewire, juggling mindless tasks on Bb, while exchanging IMs and emotica with my students would soon create an overdose of French snails, plastic frog legs and overfried quails. So yes, something in between customized Bb and webboarding should land us smoothly and properly on our tongues. Mais oui!

- * **Chacon, Fabio**, SUNY Empire State College
Online Modules as Learning Objects: Evidence of Impact
Wednesday, May 25, 11:00 am - 11:30 am, LH-8
Papers (Intermediate)

The presenter features a comparative study of learning object-oriented versus legacy online modules, in terms of design attributes, student responses, quality of learning experience, and outcome data regarding completion and achievement. The term learning object designates a recent trend of instructional development in which courses are organized into discrete units able to be exchanged among different learning management systems. These units are focused on learning objectives and can be adapted or transferred to different courses, using various platforms. When a course developer uses this approach, in an explicit or implicit manner, the instructional modules would be designed as self-contained; in other words, they are presented in such way that any other instructor with similar or higher competence would be able to discern the learning map of the module and teach accordingly. They are instructor-independent. On the other hand, other online courses are instructor-dependent because they do not have sufficient elements to provide organization of content, contextualization, and instructional aids to the student. Only the person who designed them, and who will organize the learning activities on a week-to-week basis, can teach them. It can be said that these courses are a legacy of face-to-face instruction. These two approaches to course development are compared through direct observation of the instructional material and the student interaction, using a content analysis protocol. Completion and achievement data are collected also. The study is based on a sample of courses of the Center for Distance Learning of Empire State College.

- * **Chacon, Fabio**, SUNY Empire State College
Instructional Modules as Learning Objects: A Method for Design
Tuesday, May 24, 8:30 am - 11:30 am, Science II-135
Workshops (Advanced)

Assuming general knowledge of course development, this workshop delineates a methodology for designing instructional modules as learning objects that can be shared and reused across multiple platforms. Modules are

planned using knowledge mapping software tools (MindManager, MatchWare OpenMind, and Vue); then, they are rendered as interactive web pages.

Outline of Session:

- a. Learning Objects: general concepts
- b. Typology of learning objects
- c. Instructor-made learning objects: principles of design
- d. Mapping technique applied to learning objects
- e. Tools for learning object building
- f. Transferring learning object to the course environment (WebCT)
- g. Publishing and sharing learning objects.

- ※ **Chizick, Joyce**, Genesee Community College
Learner Based Teaching Strategies With Hands on Results
Tuesday, May 24, 6:30 pm - 9:00 pm
Posters (Introductory)

WebCT is used to enhance student learning capabilities for all learning styles, especially the visual learner. The use of this tool has major benefits to both the face-to-face and distance learning classrooms. The presenter introduces the concept of creative visuals to engage the learner beyond the actual images presented on the screen. All images are connected to value learning, such as the concepts of predicting, comparing, contrasting, evaluating and describing. Optical illusions, compare and contrast set-ups, game platforms, and a variety of visual effects will be presented. Student generated work will enhance the presentation and affirm the tools and techniques employed.

The actual classroom format correlates with the Web-based presentations. Hands-on activities reinforce text and visual information. These student-involved techniques are especially valuable in classes in the humanities, psychology and the sciences. I've found that these tools also create an atmosphere that encourages exploration and pedagogy. Student learning and retention of useable information has greatly increased with the addition of the WebCT platform. The balance created with the addition of the distance learning tool actually encourages learners who have traditionally been lost in much of higher education. Through specific classroom feedback techniques, garnered from distance learning communities, each student is affirmed, and given guidance in their class progress. Student classroom participation continues at 100%.

WebCT based information distribution greatly reduces the need for several classroom management tools. Tests, quizzes, attendance, grade-books, and student participation may all be monitored using various tools with-in the system. Though this is not my main reason for using this tool it does facilitate these processes. The versatility afforded by this tool also complements my presentation style. Video clips, Power-point, actual lecture clips, classroom notes, Internet connections and an array of other information distribution techniques are available.

- ※ **Connell, Mark**, SUNY College at Cortland
Computer Literacy On-Line; Revisited
Wednesday, May 25, 10:15 am - 10:45 am, LH-12
Papers (Introductory)

What does it mean to be computer literate? Should there be a computer literacy requirement for today's college graduate? This presentation tackles these important issues while, at the same time, chronicling the attempts of Cortland's Computer Applications Department to meet the ever increasing demand for its popular computer literacy course (CAP 100) by moving it on-line. The asynchronous section of CAP 100 features narrated PowerPoint presentations, customized QuickTime movies, and two components of Course Technology: its Skills Assessment Manager (SAM) and its Training Online Manager (TOM). Student results from this section are then compared to student results from the traditional lecture/lab format of the other sections of CAP 100.

- * **Coscia, Donald**, Suffolk Community College
Applying for a FACT COCID Grant -- Conferences on Computing In (or across) the Disciplines
Tuesday, May 24, 3:45 pm - 4:15 pm LH-12
Papers (Introductory)

If you think it would be valuable to have colleagues gather on your campus to discuss instructional technology and related pedagogical issues, you should consider hosting a COCID! A COCID on your campus can provide exposure to new ideas for your faculty and staff and exposure to your campus for others in and outside of SUNY. It is a great way to provide growth for all! A COCID (Conference on Computing in the Disciplines) is a small to moderate sized, one or two day conference hosted by a campus or group of campuses. A COCID can be discipline-specific or it can be multi-disciplinary -- a mini CIT, so to speak. SUNY FACT (Faculty Access to Computing Technology) has sponsored several COCIDs over the last ten years. We are eager to continue doing so and to have the program grow. The purpose of this presentation is to help you plan and make a funding application for a COCID. One of my FACT jobs is to contact people who are thinking about hosting a COCID and to guide them through the preliminary steps, including a preliminary review of their application. I'd like to give you the benefit of some of that experience and to encourage you to consider bringing a COCID to your campus. I'll discuss formation of a planning committee, partnering with other campuses and groups, the kind of advance planning you will need to justify a grant application, writing the application, the application itself, organizing your program, advertising your COCID, pre- and post-conference materials, and your final report to the FACT Committee. There will be time for individual questions at the end. Of course, you can also find me elsewhere at CIT or by phone or e-mail to pursue your own COCID ambitions. The COCID guidelines and application form can be found at <http://www.fact.suny.edu/programs.html#cocids>.

- * **Coscia, Donald**, Stony Brook University
Teaching Statistics Online
Wednesday, May 25, 4:15 pm - 4:45 pm LH-4
Papers (Introductory)

The presenter will tell how the use of Microsoft EXCEL. with a statistical plug-in will be used by graduate students to solve statistical problems. You will learn how to use written mini-lectures, PowerPoint, slides, and digital Tutor Video CD to deliver course online content. The asynchronous multimedia design of this course will be explored.

Learning statistics is accomplished by students actively participating in the solution of statistical problems. The discussion will focus on the online derivation of student solutions to suggested section assignments, individual discussion problems, and the group written assignments. The section assignments are short questions that students will solve when they are reading and viewing the course materials. The instructor will take a very active role in directing the solution of these problems. Following the content lecture (written and video) the class will be divided into groups of size 3 to 4 students each. The members of the group will be assigned a unique discussion problem which will be solved using statistical methods and an EXCEL spreadsheet. Members of each group are expected to help one another in the derivation of the solution to their discussion problem. In this phase of the course, the students are taking a more active role in the learning process and the instructor's role is more of the director of the group's activities. Finally, each group is assigned a single problem, the written assignment, to be solved by the entire membership of the group. This question is a capstone problem of this portion of the course. The students are expected to be taking a very active role in the solution of the written assignment through discussion and the instructor is evaluating the student's quality and quantity of discussion participation at this time.

- ✱ **Costanza, Rick**, SUNY System Administration
Online Learning: Comparing Policies and Practices
Thursday, May 26, 9:45 am - 11:00 am, LH-13
Panels (Introductory)

What does retention look like for online courses? What types of fees are associated with online learning? Who owns a faculty developed course? This session will explore the policies and practices of online learning at various institutions. Examples from multiple campuses will be presented, explained, compared and contrasted in an effort to learn from those that have already faced these and other such issues. Other potential topics include: administrative roles in online learning, quality control versus academic freedom, compensation for course development, plagiarism, and the decision making processes of those who will offer which courses.

- ✱ **Cummings, Kitty**, Binghamton University
Creating an On-Demand Video Library for Faculty and Staff
Tuesday, May 24, 3:45 pm - 4:15 pm LH-2
Papers (Introductory)

Though hands-on training classes are a main focus, the Technology Training Center (TTC) at Binghamton University understands the need for on-demand training and instructional material for faculty and staff. Having offered several forms of online training formats including documentation and CBTs (Computer Based Training), the TTC still found a need for shorter, more visual training materials, and so the TTC began development of a video library.

The library consists of short videos on specific topics which can be viewed using any web browser at any hour of the day or night. These videos address some of the most common questions received from faculty, staff and students. Unlike text documentation, online or printed, the videos afford the user a visual demonstration, and are far less time consuming for the viewer than traditional CBTs.

The presentation will cover:

- The need for a video library
- What tools were used for creating the videos
- The method used for storing and accessing the videos
- Lessons learned in creating a video library
- Expanding the video library to meet future needs

- ✱ **DeAscentis, Tony**, Turning Technologies, LLC
Valuable Insights to the Industry's Leading Student Response/Assessment Software
Wednesday, May 25, 3:30 pm - 4:00 pm LH-13
Vendor Presentation (Introductory)

Real time Student Assessment Tool:

Experience the innovative student assessment tool, TurningPoint, and create an interactive classroom environment equipped to track attendance, generate classroom competitions, deliver customized quizzes, and track individual student results in detailed reports. TurningPoint is designed to provide maximum system flexibility and scalability, matching the unique needs of your classroom environment and budget allocations.

If You Know MS Office You Know TurningPoint:

TurningPoint makes it simple: we combine our 20 plus years of experience in the audience response industry with complete integration into the Microsoft Office Suite, creating a comprehensive, integrated, extremely easy to use tool set! TurningPoint is brought to you by the team at Turning Technologies, LLC. Visit us at our booth to find out how we are revolutionizing the way your students learn.

TurningPoint acts as a catalyst to achieving your educational objectives. With wide-open functionality you can customize your interactive classroom to monitor student progress and reinforce your curriculum from start to finish.

MS Office Toolbar Driven Functionality:

This easy to use program installs a toolbar directly into Microsoft PowerPoint, aiding in the creation of interactive presentations. TurningPoint also offers other applications in Microsoft Office Suite to generate reports, export results and upload student information. If you are familiar with MS Office you will be up and running in no time!

Student Input Device Flexibility:

TurningPoint operates seamlessly across wireless and/or wired networked devices such as PDA's, Laptops and Desktops, eliminating the need for proprietary keypads. If you already have an investment in keypad hardware or prefer a traditional keypad, TurningPoint supports the top industry keypads.

Unlike competing audience response systems, TurningPoint supports multiple input devices in addition to vPad, the Virtual Keypad. vPad is the ultimate software solution for TurningPoint users who wish to leverage their existing hardware investment in mobile computer carts and/or stationary computer labs by eliminating the need to purchase any additional hardware. Instructors can use TurningPoint software to author interactive presentations, while students can submit fill-in-the-blank and/or essay answers in real-time through their vPad.

TurningPoint is being rapidly adopted:

TurningPoint is enabling educators worldwide to meet their curricular benchmarks and standards. With 40 worldwide distributors, Turning Technologies has strategic distribution agreements with companies throughout North America, Southeast Asia, Australia, New Zealand, Africa and Europe.

✱ **DeVoe, Craig**, Apple Computers

Mac OSX - Tiger

Thursday, May 26, 8:15 am - 8:45 am, LH-13

Vendor Presentation (Introductory)

Come check out the latest version of Mac OSX - Tiger. Tiger is Apple's most innovative OS release to date and the presentation will cover all of the latest features of Tiger such as Spotlight and Widgets.

✱ **Deihl, Nancy**, Fashion Institute of Technology

Digital Flashcards

Wednesday, May 25, 3:30 pm - 4:00 pm, LH-5

Papers (Intermediate)

In teaching a survey course on the history of 20th century fashion I encountered the problem of how students were to access the images shown in class for study purposes. During the class meetings some students sketched, others seemed quite gifted at remembering details of the slides shown, but most of the class required further opportunities to see the works several times. In particular, the students needed to familiarize themselves with these images, significant examples of modern fashion design, to complete their projects and prepare for their exams in the course.

Using Blackboard, I prepared a simple slide show of designated 'exam images' for the students to view on their own time. Each picture is a high quality scan of a photograph from an exhibition catalogue, fashion publication or reference book. The descriptive caption, including designer, date, materials, etc., is available to anyone viewing the slide show upon clicking an 'image information' tab. Following this procedure for viewing, students can test themselves on the image and then get the caption. The slide show functions as a set of digital flashcards.

The course emphasizes change in fashion as a manifestation of social and technological movement. For design students, a focus on the visual aspects of fashion is particularly important. They learn about changes wrought on fashion by modern inventions from the automobile to the zipper, but what they really need to keep from the class is what the history of 20th fashion looks like. A focused use of Blackboard, emphasizing visual content, makes this possible.

Having taught this course several times, most recently utilizing Blackboard, I have found that students who used Blackboard and who went to the site to study the images using the flashcard method were much better informed and more successful than students in previous semesters. This presentation will demonstrate the Blackboard site, offering a simple but elegant model for teaching a course with image-based content.

- ✱ **Dhillon, Upinder**, Binghamton University
Wall Street Alumnus Gift Helps Train Finance Students
Tuesday, May 24, 2:15 pm - 2:45 pm, ZTR-Academic A
Papers (Introductory)

The Zurack Trading Facility was built by Binghamton University School of Management to give students, faculty and investors the opportunity to participate in hands-on learning and cutting-edge research. Funded by a successful alumnus who recognizes the value of a solid educational foundation for students in finance, the Zurack Trading Facility helps prepare students for the dynamic financial world of investments and risk management. This leading-edge facility has online real-time data feed and industry standard software. Students in the derivatives and portfolio management and security analysis classes set up and manage a real money \$100,000 diversified portfolio. The fund managers, a team of faculty and Wall Street professionals, set up the fundamental and technical goals for the students.

The speaker will discuss the funding, experiential learning experience, and performance goals of this state-of-the-art facility.

- ✱ **Doellefeld, Steven**, State University at Albany
Pennywise Isn't Always Pound Foolish: Developing Affordable Media Streaming Services on Your Campus
Tuesday, May 24, 3:45 pm - 4:15 pm, LH-8
Papers (Introductory)

The concept of managing and delivering media files as data is quite powerful. Unlocking the potential of this technology opens many possibilities for campuses to improve the quality of course offerings, open the doors to a more flexible, enhanced distance learning structures, and revolutionize the process of content acquisition and delivery. In recent years, there have been burgeoning pressures upon institutions to enable media delivery in spite of strained budgets, limited staffing, and lack of technical expertise.

Faculty interested in developing new courses or re-inventing existing ones need to make smart choices about the specific technologies employed when they choose to offer hybridized, mixed modality, or fully asynchronous courses. In recent years, this has often led to suggestions of using the Internet to stream video clips that would otherwise be placed on library reserve. Unfortunately, at most institutions this choice is not an apparent option, as purpose built media servers are a particularly expensive endeavor to undertake. However, most campuses likely already own the necessary hardware for smaller scale streaming, and only need to invest small additional amounts in hardware and software to make the streaming of video a viable option. In this presentation, we will examine some of the technologies that enable streaming media delivery, and perhaps most importantly, we will concretely demonstrate how to stream audio and video files for low or no cost, using equipment that you probably already have in your office!

If suitable bandwidth is available, we will record the first portion of our session, quickly digitize it and upload the file to the Internet. For our finale, attendees will be able to hear the beginning of the session streamed from our server on the University at Albany campus.

- * **Doellefeld, Steven**, State University at Albany
Using Reflective Practice Videotaping Exercises as a Means of Faculty Development
Thursday, May 26, 11:15 am - 11:45 am, LH-5
Papers (Introductory)

The Center for Excellence in Teaching & Learning at the University at Albany offers faculty and graduate teaching assistants the opportunity to see themselves at work in the classroom by videotaping a class session and providing a rubric for self-assessment. Videotaping is an effective means for teachers at every level of experience to assess their classroom skills and to identify areas of strength and for improvement. The tapes may be viewed alone or with a member of CETL staff. Every aspect of teaching may be examined including evidence of organization, clarity of presentation, and interactions with students.

This presentation will introduce the reflective practice service, demonstrate the reflective practice process by showing a short example of one faculty member in the classroom and a videotape of his/her self-assessment conversation, share the worksheets and tools that we have developed for reflective practice, and generate a discussion of some potential outcomes for teaching.

- * **Doty, Tera**, Binghamton University
Building a Distance Learning Multimedia System
Monday, May 23, 6:00 pm - 9:00 pm, Science II-134
Workshops (Introductory)

The goal of this workshop is to give the participants a basic understanding of what elements are necessary to build a simple multimedia system for the purpose of creating distance-learning modules utilizing SofTV and Camtasia Studio.

Necessary equipment includes, but is not limited to, digital video cameras, microphones, video switchers, lighting, and software, specifically Camtasia Studio and SofTV.

Camtasia Studio captures screen activity that can be combined with an audio track to create tutorials and demonstrations. SofTV synchronizes a video lecture with PowerPoint presentations to create fully searchable multimedia web page. Participants will have an opportunity to work with both of these pieces of software and observe how a simple and portable multimedia recording station incorporates both of these applications to create distance-learning modules.

- * **Drogan, James**, SUNY Maritime College
Connect, Communicate, Learn
Wednesday, May 25, 11:00 am - 11:30 am, LH-4
Papers (Intermediate)

Experiences gained during 2004 in using SLN in two undergraduate and five graduate courses with 139 students at Maritime College are examined. One course was distance learning, six were hybrid.

These experiences are described in terms of outcomes, observed strengths and weaknesses, and potential opportunities and threats. Feedback from the students is provided.

At the heart of this paper is the hypothesis that the integration of pedagogy and technology provides for a very rich learning environment and experience, but that it is not for every teacher and every student. Hence, careful vetting of the participants is critical to success.

- ✳ **Dyer, Dean**, Jefferson Community College
Making Information Accessible- Success, Frustration and Hope
Tuesday, May 24, 3:45 pm - 5:00 pm LH-3
Birds of a Feather (Intermediate)

With the advent of New York State Policy P04-002 (<http://www.oft.state.ny.us/policy/p04-002/index.htm>) and Standard S04-001 (<http://www.oft.state.ny.us/policy/s04-001/>) dealing with accessibility of state agency web-based intranet and internet information and applications, it is more important than ever to deal with issues of accessibility.

For many of us, this means retrofitting existing material and reconsidering the creation of new material. This process can be challenging and frustrating. It can also be very rewarding.

There are many issues related to the new policy and standard. We need to educate our campuses (faculty, staff and students) on accessibility issues, policies, and skills. We need to schedule work on the official intranet and internet information and applications to ensure compliance by the dates listed in Policy P04-002. We need to find the time, personnel and resources to get the work done.

Come share your successes, frustrations, stories, skills and questions at this Birds of a Feather session. We can all benefit from our shared experiences.

- ✳ **Eckenrode, Dawn**, SUNY College at Fredonia
Google Gets Scholarly: The Impact of Google Scholar and Google Web Library on Academic Research
Tuesday, May 24, 2:15 pm - 3:30 pm LH-3
Birds of a Feather (Introductory)

Google recently released Google Scholar, a search engine for accessing scholarly literature from a variety of sources, including academic publishers, professional societies, repositories and universities, as well as scholarly articles available for free on the web. Google has also launched Google Web Library, a project to digitize portions of the collections at Oxford University, the University of Michigan, Stanford University, and the New York Public Library.

Attendees will have the opportunity to learn more about these new technologies and to discuss their potential impact on access to scholarly communications and the academic research process. I will begin with a 20-25 minute presentation/demonstration of the technologies' functionalities, features, and practical applications. Then there will be a moderated group discussion loosely structured around a series of questions designed to generate and facilitate conversation, such as

- What impact will these technologies have on the quality of student research, including their ability to evaluate sources of information?
- Will these technologies truly make doing academic research easier?
- Should these new technologies be introduced to students in the classroom? If so, how?
- Will these technologies help provide better access to scholarly communications?
- How should libraries respond to these new technologies?
- What impact will these technologies have on cooperative efforts to prevent redundancies in library collections?

- ✱ **Ehrhart, Donna**, Genesee Community College
I Didn't Get That Handout!
Wednesday, May 25, 3:30 pm- 4:00 pm, LH-4
Papers (Introductory)

I would like to share what I have learned from my teaching experiences about how to present course information to students using both a course management system and a web site.

WebCT and my website are used in online distance learning and traditional/hybrid classroom environments. An overview of my homepage, Assignments--grading, Communications--discussions, chat, email, white board, Testing/Evaluation and Surveys, notes/handouts, will be presented.

This session is for anyone thinking of or already using an online course management system.

Course Design Foundation

Making the course work requires fitting it to multi-levels of process, including college policies, curriculum and program guidelines, student needs, and functionality for the instructor.

After using various online tools for a few semesters, I decided to redesign the course to be more effective and efficient. Redefining the enduring understandings of the course foundation was the first step. The second was determining how measurable outcomes will be accomplished online, as a significant portion of my time is spent on grading. Thirdly, what was to be graded and what not? I needed to decide what homework assignments students should submit for evaluation and what assignments should be submitted to the classroom community. Community sharing is beneficial to the students' learning and at the same time reduces the instructor's struggle to provide individual attention.

The next step is to establish the initial process of how the course will work for the student and instructor. The course should be designed before the students access the site, providing a logical approach that makes it consistently easy to access information throughout the semester. It is important to establish due dates, late dates, links to handouts, notes, extra help, email, discussions, chat, and white board in course tools.

Evaluation

Determining what online evaluation tools works best for a course takes some experimentation. I have used test banks, files to be downloaded, and various features of the online course system.

Following the completion of significant units, student surveys provide an opportunity for student reaction to the specific unit lessons and the learning process of the material presented. These surveys are very helpful in continual redefining of the course.

Outcomes

Using online learning resources provides flexibility that accommodates student learning styles within a designated time frame instead of a traditional classroom environment that typically has a prescribed format.

Visit my website at: <http://faculty.genesee.edu/djehrhart/>

- ✳ **Fakler, Mary**, SUNY College at New Paltz
Reflections in the Monitor: Writing and Thinking Online
Thursday, May 26, 8:15 am - 9:30 am, LH-3
Panels (Introductory)

After introductions by the Panel Chair, presenters will discuss the challenges of teaching writing and literary analysis in the online environment.

Over the last five years, each presenter has taught a wide variety of online courses in various colleges and workshops, and/or incorporated online conferencing technology into traditional course structures. These courses include: Composition II, Analysis and Interpretation of Literature, The Short Story, The Novel, Creative Writing and Dramatic Writing.

Individual presentations will focus on the benefits and drawbacks of online instruction for both faculty and students. In addition, the discussion will touch on the differences between teaching in the traditional, verbally based, interactive class and the virtual classroom.

- Professor Rigolino will discuss literature courses, such as The Novel, which are taught as distance learning courses.
- Professor Perisse will discuss incorporating an online platform, Blackboard, into traditional composition courses.
- Professor Carr will discuss the differences between teaching creative and dramatic writing courses in traditional vs. virtual settings.
- Professor Gardner will discuss the use of online journals, both reading journals and personal journals.

The presentation will be followed by a question and answer period.

- ✳ **Feinberg, Dan**, State University at Albany
Using Scenario-based e-Learning to Teach Critical Thinking Skills
Thursday, May 26, 10:30 am - 11:00 am, LH-10
Papers (Introductory)

In our session we will discuss the design and development of a web-based asynchronous course that uses a unique approach to teach critical thinking and decision making skills. The course immerses learners in a realistic scenario and challenges them to make authentic decisions on public health issues.

Teaching decision-making and critical thinking skills is not typically associated with self-paced computer-based training. Traditional distance-learning courses often consist of little more than a compilation of reading assignments with opportunities for threaded discussion.

Scenario-based learning occurs in a context, situation, or social framework and is based on the concept of situated cognition, the idea that knowledge can't be known and fully understood independent of its context. Learning occurs when users are immersed in a situation in which they are forced to perform, receiving feedback from the environment and adjusting their behavior appropriately. If learning is viewed as a natural byproduct of 'authentic activities that are common to the community of practice in which the learner is involved,' then through scenario-based learning, greater comprehension can be achieved.

In this course, learners are asked to understand and employ the evidence-based process to research and develop an intervention strategy that addresses disparities in birth outcomes in a fictitious local community. Learners must balance each intervention's evidence, effectiveness and feasibility, while being sensitive to local resources and community concerns. Learners meet with experts and community members, conduct focus groups, and mine national and local statistics to develop a sound proposal which is ultimately submitted for review by the

local health commissioner. Feedback embedded in the course guides learners in their decision making. Submission of a sound proposal receives appropriate feedback, while a flawed proposal is critiqued and adjusted.

1 Driscoll M, Psychology of Learning for Instruction, Allyn & Bacon, New York 1994

- * **Feinblatt, Eric**, Fashion Institute of Technology
Blend - A Classroom Without Walls
Wednesday, May 25, 11:00 am - 11:30 am, LH-12
Papers (Intermediate)

Is the classroom, whose four walls describe and delineate its transformation into a communal working, the best model for a contemporary learning environment? Are learning management systems that package learning the way theme parks package entertainment the best instruments for distributed learning?

These two worlds actually mirror each other because each is totalizing in its own particular way and, until we reconfigure and reconceive of them as interlocking gateways to dynamic knowledge building tools, students and teachers alike will not be reaping the full benefits of technology-enhanced learning.

Blended learning presupposes a convergence of these clicks and mortar environments whose synthesis allows us to unhinge learning processes from the constraints of centralized structures and exploit the advantages of ad hoc and fluid interactions with our peers, with what our peers are thinking and how they are using what they are thinking about. Folksonomies, rss feeds, blogs, wikis, open-source low threshold application software, learning objects, and a slew of social computing software support this convergence and these interactions, and are closely aligned to the way students live and learn. A classroom without walls will become the dominant paradigm for effective learning in our future.

- * **Feldstein, Michael**, SUNY System Administration
Blended Learning Round Table
Wednesday, May 25, 4:15 pm - 5:30 pm LH-5
Birds of a Feather (Introductory)

The goal of the session is to start building a community of blended learning practitioners. After providing a brief introduction about the basics of blended learning and the resources that SLN provides, the conversation will quickly shift to probing the audience about their interests and experiences. The group will be seeded with CourseSpace veterans who will share their own stories as a way of getting the conversation started. The moderator will also come prepared with a stock of examples and resources to discuss in case the participants are not talkative.

In the second part of the session, we will begin grouping the interests expressed by the participants as part of an effort to launch an ongoing community of practice around blended learning. We will develop an agenda for the group, identify volunteers, and set up a MeetingSpace for follow-up.

- * **Feldstein, Michael**, SUNY System Administration
The Cornucopia of the Commons: Making the Open Source Model Work for SUNY
Tuesday, May 24, 3:00 pm - 3:30 pm LH-2
Papers (Introductory)

Now several decades old, the Open Source movement has provided the world with much more than just high-quality software. It provides us with a set of incentive structures and processes that enable participants in collaborative projects to gain the maximum value in return for their participation. The SUNY Learning

Network is now examining ways in which the Open Source model can help us both increase the pace of our innovation and diffuse innovations more effectively throughout the 64 campuses.

We will discuss the following topics:

- How the Open Source model works to maximize the value of the finite resources of each participant (both individual and institutional);
- The examples of MIT's Open CourseWare and MERLOT as successful sharing of Open teaching content;
- The ways in which Open Source software enables us to share best teaching practices in the form of source code;
- The community process that SLN proposes for resource sharing.

✳ **Ferro, Mary Ann**, Fashion Institute of Technology
Using Technology and Multimedia to Increase Learning Outcomes
Thursday, May 26, 8:15 am - 8:45 am, LH-7
Papers (Introductory)

Using technology increases a student's exposure to information and breaks the limits of classroom time. Students can continue to be guided by the instructor outside the classroom not only indirectly through homework assignments but by accessing the instructor's website through a course management system such as Blackboard. The presenter will explore the possibilities inherent in using various presentation media, how to facilitate their usage in and outside of the classroom, and how to gauge their impact on learning outcomes.

Blackboard is an excellent tool to supplement traditional design courses and a means to connect all the elements of a course together. Multimedia and visual aids can be added seamlessly within the program for easy access by the student.

A multimedia approach to teaching means being concerned with design: how one displays visuals and uses words. A skillful multi-faceted presentation can employ the written word, graphics, slides, pictures, video, color and sound alongside traditional methods of instruction. These need to be used with an understanding of who the students are, what they relate to, how to get and keep their attention, and how they perceive and record information. Presentations need to be designed to facilitate learning, retention and comprehension. A well-designed multimedia approach lends itself more easily to reaching individual learning styles. When the computer is part of the mix, programs can be developed as an interactive process, a way to test comprehension and a means to give control to the individual, who can set his or her own pace and set his own goals. If more than one form of media is used for a presentation, if it used in a good mix, individual learning styles are addressed, and positive learning outcomes result.

✳ **Flynn, Tammy**, Binghamton University
PowerPoint in the Classroom
Tuesday, May 24, 8:30 am - 11:30 am, TTC LH-B71
Workshops (Introductory)

Whether you make it simple or more complex using graphics, animations, & preset functions, you should leave this hands-on workshop with the knowledge and experience to prepare and present your own PowerPoint presentations.

Demonstrated areas will include:

- Creating a blank presentation
- Creating a presentation using templates
- Customizing your presentation using graphics, animation, & sound
- Using the slide master
- Picking master color schemes
- Working with text boxes

- Planning the presentation with settings
- Presenting your presentation

- ✳ **Focht, Marcia**, Binghamton University
Managing Image Collections for Teaching: Selection, Storage and Presentation
Wednesday, May 25, 2:45 pm - 4:00 pm, LH-8
Panels (Introductory)

Because of the ease in using new technologies and an increased expectation on the part of students to learn through images, more and more disciplines are using images in both the classroom and web environments.

This panel will examine tools and best practices for creating, maintaining and presenting images for teaching. Jeanne Keefe, Visual Resources Librarian at Rensselaer Polytechnic Institute, and Vice President of the Visual Resources Association, will introduce examples of software, both free and commercial, used to manage images.

How to find needed images will be briefly discussed, and a list of vendors and sources will be handed out. In addition, guidelines for scanning images to a digital format, with tips on color correction, file size and storage will be introduced. Moving images and special needs connected with variable media and their use will be covered by Caitlain Lewis, SUNY Albany, Research Assistant for the project 'Prioritization for Key Frames for Video Storyboards.'

Beyond storage and organization of images, classroom presentation is the final important component in using images in teaching. Steven Zucker, Chair, History of Art, and Beth Harris, Acting Director, Distance Learning, Academic Coordinator, On-line Courses, and Assistant Professor, History of Art, both of the Fashion Institute of Technology, SUNY, will discuss current options in image presentation. Comparative examples of image viewers will be displayed with an overview of various features.

- ✳ **Fowler, Cathy**, ANGEL Learning
Extending the Use of ANGEL/LMS in the Academic Environment
Wednesday, May 25, 1:15 pm - 2:30 pm, LH-12
Vendor Presentation (Introductory)

SUNY Brockport extends its use of the ANGEL Learning Management System (LMS) beyond what are may be considered typical for this type of technology. On the Brockport campus, ANGEL/LMS has become a virtual gathering place analogous to the community village green of past generations.

Session presenters will discuss the ways Brockport has extended its uses of ANGEL/LMS. Specific examples will be presented with each topic covered:

1. Using ANGEL/LMS team functionality to hold group meetings and conduct workshops. In addition to the more than 200 course-related groups in ANGEL/LMS at Brockport, the campus hosts a combined total of more than 100 student clubs, committees, faculty/staff and administrative department groups, and conducts workshops, including Leadership Academy Workshops, in ANGEL/LMS.
2. Conducting mandatory computer skills exam and foreign language and English placement exams in ANGEL/LMS.
3. Programming for the effective use of ANGEL/LMS through the Brockport CELT.
4. Conducting surveys on campus issues in ANGEL/LMS, e.g., graduation location, off-campus housing initiative, and the resulting time savings in data collection and analysis.
5. Distributing campus and department newsletters using ANGEL/LMS.
6. Advising students, including using ANGEL/LMS to prepare for an appointment with an advisor and to apply for scholarships.

Following the presentation of current extended uses of ANGEL/LMS at Brockport, presenters will discuss planned ANGEL/LMS implementations:

1. Expanding the mentoring program using ANGEL|LMS.
2. Creating permanent accounts in ANGEL|LMS for alumni communication/fundraising.
3. Using ANGEL ePortfolio, a learner-centered, learner-driven digital artifact repository, to promote lifelong learning through interaction and reflection.

✳ **French, Paul**, SUNY College at Oneonta
Musical Instrument Design: A Fun Route to Multi-Disciplinary Learning
Monday, May 23, 4:00 pm, University Union
Hands-On Demo (Intermediate)

A musical instrument based on the Vietnamese dinh pa has been designed, built, and harmonically analyzed as part of a multi-disciplinary project emphasizing concepts in physics, acoustics, and engineering design. The 200-lb chromatic instrument is 5x7x9 feet in size and spans the two octaves between 55 and 220 Hz. It is made from three- and four-inch PVC pipes mounted on three separate wooden stands and is played by striking the ends of the pipes with padded mallets.

- 1) Conclusions regarding dynamic range, harmonic structure, and tuning of resonant pipe instruments were made using computer-based measurement and analysis hardware and software and an electronic tuner.
- 2) A second analysis software program was used with the data as a tool for understanding the Fourier Transform.
- 3) The instrument was used to measure the speed of sound to within 0.5% accuracy in the temperature range 15-25 degrees C.

✳ **Gelles, Karen**, SUNY College at Farmingdale
Academic Website Trends: The Results of Three Studies
Tuesday, May 24, 2:15 pm - 3:30 pm, LH-10
Panels (Introductory)

Colleges and universities use their websites for many different purposes. The characteristics of these websites differ among different types of institutions, and have changed over time. The results of three separate research studies investigating the characteristics of college and university websites will be presented. Paula San Millan Maurino will present the results of a longitudinal study of college and university homepages to determine whether there have been any shifts in the target audiences of homepages, and whether there are any general trends in the changes across institutions. Michael DeCicco presents the results of a study of the websites of private for-profit and private non-profit institutions that uncovers inherent differences in the amount of information each group shares with the general public via their websites. Karen Gelles presents the results of a content analysis of academic library homepages that identifies the key terminology being used on those pages, resulting in a taxonomy of library website terminology. Each of the three studies uses content analysis as a methodology for examining the trends in college and university websites. Since we have found definitive trends that cross institutional boundaries, we can conclude that the academic website has progressed to the point where it can be considered a unique digital genre.

✳ **Greenberg, Jim**, SUNY College at Oneonta
E-Portfolios throughout System: A SUNY Investigation of E-Portfolio Usage and Future Implementations
Thursday, May 26, 8:15 am -9:30 am, LH-8
Panels (Introductory)

Discussions regarding E-Portfolios usage across the SUNY system have been frequently popping up on various SUNY-wide listservs throughout the 04-05 academic year. Two SUNY campuses will even be hosting conferences to further investigate the topic.

To underscore the dialog and synthesize the facts about what individual SUNY campuses are doing or planning to do regarding an e-portfolio implementation, a team with SUNY campus representation, lead by SUNY FACT, the Training Center, and Learning Environments issued a brief survey. The results of this survey will be presented and panelists will highlight e-portfolio activities, in an effort to promote knowledge sharing and campus research across the system. Please join us for a lively discussion on this increasingly popular topic!

✳ **Hagan, John**, Binghamton University

A Web-Enabled Database for University Licensed Software Acquired for Installation on End User Computers

Tuesday, May 24, 2:15 pm - 2:45 pm LH-7

Papers (Introductory)

As Binghamton acquired more and more site-licensed and volume purchase software agreements (SPSS, SAS, MATLAB, McAfee, Dreamweaver, etc.), we needed a way to readily find out what we had. Information about the individual products and agreements was known by different staff members in various groups within Computing Services - some at the HelpDesk, some in Academic Computing, some in Systems Programming and some in Networking.

We formed the Licensed Software Database Committee to pool our knowledge and develop a plan. What information do we need to display for each product? What do the license agreements say? (They are all different.) What is the cost, if any? Can we burn CDs? Is it a self-install? Will a staff member do the install? Does the license expire annually?

The result is an easy-to-use searchable database that does more than provide information; there is an option to submit an installation request, if needed. When an installation is requested, the analyst or group is notified electronically; an email is generated that opens a HelpDesk call and it is assigned to the appropriate staff member. When the installation is complete, the HelpDesk call is closed and the relevant installation information is recorded.

The speaker will describe how the web-enabled database has addressed the problem of organizing the information about our site-licensed and volume purchase software and how it has helped to track installations and manage workflow.

✳ **Harris, Beth**, Fashion Institute of Technology

Image Library as Learning Environment

Wednesday, May 25, 1:15 pm - 2:30 pm LH-8

Panels (Intermediate)

This panel will explore how social software and related tools can be used in an academic environment to put the student at the center of the learning enterprise -- moving away from traditional instructional paradigms.

We will use the digital image library as one such example. Images have become increasingly important in teaching in all disciplines. Like the water-cooler in a corporate environment, the slide library has been a place of fortuitous social and professional interaction. However, the development of social software makes it possible to expand this network asynchronously to colleagues across disciplines and most importantly, to our students. The digital image library can support myriad relationships by integrating blogs, tags, rss feeds and similar tools.

For example, the program Flickr allows students to link text to sections of an image, encouraging close visual analysis and stimulating interaction among students which is layered within the work of art itself. Like a classroom where each student is armed with a laser pointer, such tools let students engage images directly and actively and also let us imagine a dynamic image library that enables connections both unanticipated and guided.

- * **Heard, Kevin**, Binghamton University
Mapping Census Data on the Internet- A Tool for Educators
Thursday, May 26, 10:30 am - 11:00 am, LH-3
Papers (Intermediate)

Binghamton University's GIS Core Facility has created two Internet mapping applications. These applications are tools that can be used by citizens, students, teachers, and researchers pursuing geographic problems at various scales in the United States.

At Binghamton University's GIS Core Facility, with the use of ESRI's ArcIMS software, we have developed a customized Internet map service, which allows the user to map various 2000 Census variables across different geographies for the entire U.S.

These mapping applications use data from the 2000 Census that have been reorganized on a topical basis by Population, Migration, Employment, Citizenship, and Socio-Economic and Housing variables. Each variable category is mappable at five geographic scales: State, County, MSA (Metropolitan Statistical Area), Zip Code, and Census Tract. Variables can be mapped by raw number, percentage, and square mile density. Thus, the 2000 census raw data are made relational.

Other options include a find and identify tool, full zooming capability, and the ability to download a selected variable group for further analysis. This application also provides visualization of minority concentration (AOMCs) by tract in MSAs.

The second application involves the mapping of minority concentration within a single MSA. This application is geared towards more localized research questions. It can be accessed from the main Internet mapping application. Anyone with a high-speed Internet hookup can access these tools.

- * **Heard, Kevin**, Binghamton University
Introduction to ArcView GIS (Geographic Information Systems)
Monday, May 23, 1:00 pm - 4:00 pm, SW 205
Workshops (Intermediate)

Geographic Information Systems (GIS) is a growing and emerging technological tool. This workshop is designed to introduce new users to ArcView GIS 3.2 and show some of its capabilities. Participants will learn how to navigate ArcView's documents, menus and toolbars, customize the interface, add files, and create thematic maps and layouts. No prior GIS experience is needed. Considerable hands-on experience is provided through the use of lab exercises. Each participant will have use of a computer.

- * **Heider, Mary Jane**, Genesee Community College
EDF 211 Instructional Design - Helping Faculty Design Online Courses
Tuesday, May 24, 6:30 pm - 9:00 pm
Posters (Introductory)

EDF 211 Instructional Design is a faculty development project that creates a learner-centered environment for them, including a huge dose of pedagogy, instructional philosophy, attention to learning styles, and, oh, yes, more than a smattering of technology. The result was faculty taking the time to re-think, re-consider and re-design existing (and new!) courses for the online environment.

This session will:

- review some of the effort and resources that went into the EDF 211 course,
- show off some of the course material,
- show the results of the project.

While faculty development projects are not new, our approach is different. Putting faculty back into the classroom as learners helps in the process of re-evaluating the teaching and learning process.

- ✱ **Hodges, Richard**, Binghamton University
Lectures with Video & HTML Power Point - Internet Ready Minutes after Completed Lecture
Tuesday, May 24, 4:30 pm - 5:00 pm LH-8
Papers (Intermediate)

During the summer of 2002, EngiNet researched a more effective method of web-casting distance-learning courses. The hardware and software to implement this new system has been in operation at EngiNet since the Fall of 2002.

Course lectures are captured in real time and are Internet ready within minutes of a completed lecture. The asynchronous lecture is streamed to the student in a RealMedia format. When distance-learning students view the web-cast, they view two active windows, course and lecture descriptions, and a table of contents to each Power Point slide within the lecture. One window displays the active video of the lecture while the other window displays an HTML image of the current Power Point slide within the lecture. The student can reset to any point within the lecture by merely selecting one of the slide titles in the table of contents. The lecture will then be re-synchronized to that slide and the lecture will continue on from that point.

An exciting upgrade to the web-casting software was implemented during the 2004 Fall semester. Animation built into a Power Point presentation is now seen on-line. So, if the professor uses builds, special effects, or integrated video, they will be seen by the distance-learning student, enabling the professor to develop the concept segment-by-segment rather than all at once, as in the old method in which all of the slide information was displayed instantaneously whenever the professor advanced to a visual.

The EngiNet experience using this system will be shared through several demonstrations. Initially, a brief demonstration of the web-casting system will be shown to provide the overall picture of what will be described in the presentation.

The core software being used to record a lecture is XStreamSoftware's Presenter version 3.1. Presenter is also used to publish the lectures to the web as well as publish the data for the recording of CDs.

EngiNet specifies a high-speed Internet connection as a minimum requirement for those taking a course over the Internet. Those students who do not have the minimum bandwidth connection receive the weekly lectures on a CD. Two course lectures per week are recorded onto one CD. EngiNet has distance-learning students in 14 States and 4 countries.

In addition to the existing EngiNet video production facility and the Presenter software, a real-time video capture card and server are required.

- ✱ **Holmes, Edward**, Academic Management Systems
CoursEval 3: An Online Approach to Course and Faculty Assessment
Tuesday, May 24, 3:00 pm - 3:30 pm LH-12
Vendor Presentation (Introductory)

SUNY initiatives on assessment and mission review underscore the value of assessment as a means for improving student learning and academic programs and providing a framework for accountability to accrediting bodies and other groups external to the campus. To that end, Academic Management Systems has developed CoursEval3, a web-based evaluation tool that creates, deploys, and analyzes longitudinal surveys of courses, faculty, and other aspects of an institution of higher learning. CoursEval3 can promote the student learning process, support the development of best practices within a given teaching environment, and assist in the overall administration of academic programs.

The College of Arts and Sciences, University at Buffalo, had to make the transition from in-class administration of course evaluations to the CoursEval3 online system for as many as 16,000 students, 1,200 faculty, and potentially, 75,000 surveys per semester. The third semester of online administration of CoursEval3 has just been completed and the management issues that emerged will be discussed: assembling a management team; maintaining anonymity; improving participation; communicating with participants; compiling class lists and enrollment data; preparing multiple reports for multiple audiences; and using the data to improve instruction.

The online approach to course assessment provides easy access to and directed use of this evaluation instrument, resulting in more thoughtful responses from survey users. Users can log in on campus or at home, as your system allows.

CoursEval3 allows for the creation of individualized surveys at the institutional, school or department levels. Survey questions may be selected from a question bank, created by faculty and academic administrators, and archived for future use. Likewise, responses to questions can be tailored to suit the desired outcomes of this assessment activity. Through this process, increased opportunities are created for faculty to collaborate on the development of courses and curricular reform based on responses from learners. CoursEval3 now offers a peer review mechanism that adds increased flexibility to this evaluation tool.

Focused graphs and supportive data displayed in table format provide a comparative analysis of course elements, faculty performance, and student perceptions of the learning experiences. Online reports are available immediately after the close of the survey. The timeliness of these reports can strengthen the relationship among individual faculty, department chairpersons, and academic administrators as information flows freely among groups.

CoursEval3 is one of several web-based products created by Academic Management Systems to support the administration of academic programs. We look forward to serving the SUNY system.

- ✱ **Inkley, John**, PalmOne
Educational Applications for Handheld Computers and How They Fit into the Curriculum
Thursday, May 26, 10:30 am – 11:00 am, LH-8
Vendor Presentation (Introductory)

Recent research has identified handheld computers as an ideal tool to promote effective teaching and learning. These small, inexpensive devices hold such promise for helping students to understand subject matter and improve skills. Teachers rely on best practices, the strategies learned from experienced educators and researchers, so they can use the most effective measures to teach their students. Some techniques are ageless and some are new and innovative, like using handheld computers. This presentation will look at the way these new technologies have been deployed in the K-12 environment.

- ✱ **Jacobson-Leong, Anna**, Blackboard Inc.
New Features in the Blackboard Learning System and Blackboard Content System
Wednesday, May 25, 10:15 am - 10:45 am, LH-7
Vendor Presentation (Introductory)

Enabling a powerful networked learning environment that students, faculty, staff and alumni can easily utilize, the Blackboard Academic Suite provides the flexibility that colleges and universities expect in engaging in teaching, learning, research and collaboration via the web. Please join us for a demonstration of how Blackboard's acclaimed Content System solution enables web-based Content Management of all your instructional materials, as well as e-Portfolio creation, eReserve integration and the establishment of a unique Virtual Drive Space. We will also demonstrate some of new features within Application Pack 3 of the Blackboard Learning System, including new question types and pedagogical tools.

- ✱ **Jaussi, Kimberly**, Binghamton University
Facilitating Discussion in Large Lectures using PRS
Wednesday, May 25, 4:15 pm - 5:30 pm LH-8
Hands-On Demo (Introductory)

The use of personal response systems in large lecture settings is becoming increasingly popular. Yet, many instructors are hesitant to use such technology because they feel it reduces course concepts down to simplistic multiple-choice questions and answers. However, it is possible to use PRS to facilitate student interaction, both with professor and with classmates. In this session, I will present how I utilize PRS in my large lecture course (200 students) to facilitate interaction among students and promote deeper understanding of course concepts.

By allowing students to attempt to answer a simple multiple choice question regarding the concept anonymously, I am able to introduce the material to the students. From the resultant graph of their responses, I am able to determine what percentage of the class understands the concept at the base level. The students themselves are also able to judge their understanding by seeing whether their answer was correct or not. Then, by following up the multiple choice question with a thought-provoking follow-up question and asking them to discuss it with a classmate, I am able to get students involved in their learning by discussing their thoughts with each other. This approach eliminates the fear of speaking out that is often present in a large lecture setting, and allows the class to be interactive and more student-centered. Students report greater satisfaction with their experience and a better understanding of course material.

- ✱ **Jewell, Susan**, Professional Development Program (SUNY Research Foundation)
Crouching Technologies, Hidden Partnerships
Wednesday, May 25, 10:15 am - 10:45 am, LH-4
Papers (Introductory)

The Professional Development Program is the largest continuing education program at the University at Albany. The Instructional Technologies Unit partners with Subject Matter Experts (SMEs) from government agencies and affiliated organizations to design and develop a wide range of technology-based education and training products and services, including web sites, synchronous and asynchronous courses, and course management tools.

The presenters will describe how emerging technologies are used to create and support instructional partnerships. They

- (1) explore the creative process of web-based instruction,
- (2) examine the multi-layered relationship between the instructional designer and pedagogue or subject matter expert, and
- (3) uncover the tangible outcomes when pedagogy, technology, and learning fit together.

- ✱ **Jiang, Zhongchun**, SUNY College of Agriculture and Technology at Cobleskill
Using Videos in PowerPoint Presentation and Web Delivery
Tuesday, May 24, 4:30 pm - 5:00 pm LH-2
Papers (Introductory)

A picture is worth 1000 words and a video clip could be worth much more. Using videos in PowerPoint presentations and WWW delivery provides a vivid and stimulating environment. Agricultural courses involve numerous processes and videos help illustrate those processes better than other tools. In teaching a Sports Field Management class and a Golf Course Management class, the author used video clips in PowerPoint presentations to demonstrate how soil aeration, lawn mowing, fertilization, equipment calibration, machinery operation, etc, should be correctly performed. Video clips were taken with a Nikon CoolPix 3700 digital camera, which uses QuickTime video format. This format was converted to Windows Media File using video

tools. Then, it was edited using Windows Movie Maker and inserted in PowerPoint presentations and web pages. This paper will discuss the steps leading from the selection of a process to the production of a stimulating PowerPoint presentation as well as a moving and talking web page.

- * **Kahn, David**, SUNY College at Oswego
FireWire: File Serving and Networking
Thursday, May 26, 10:30 am - 11:00 am, LH-4
Papers (Intermediate)

With more and more multimedia classes being taught with software that requires large data storage space, the Communications Department of SUNY Oswego wanted to have a file server which would allow students not only to exchange large files created by Final Cut Pro, but also to have access to a small private local area network, as well as to the Internet. In trying to keep overall cost and maintenance low and not hinder the entire campus network with traffic from large file transfers, we created a solution both using some of today's cutting edge technology and implementing some of yesterday's UNIX standards. Using FireWire technology and Apple's Xserv/Xraid server, the presenters will discuss how they were able to network a Macintosh computer lab using FireWire 800, which not only permits the rapid transfer of large files to and from the Xserv, but also allows access to the Internet while keeping overall cost and network bandwidth low.

- * **Kahn, David**, SUNY College at Oswego
Deep Freeze : Securing a College Computer Lab
Tuesday, May 24, 3:00 pm - 3:30 pm, LH-7
Papers (Advanced)

One of the biggest and most time consuming problems that colleges and universities face is keeping their computer labs secure and their software protected. In the past the task has been daunting for even the most experienced of IT professionals, who must weigh computer security needs against usability and productivity for the students and the faculty. Many software developers have created wonderful applications to simplify and reduce the over all time it takes to keep labs stable, secure, and user friendly. I discuss the administration and maintenance of both Windows XP and Mac OSX, and conduct a demonstration of Symantec's Ghost, Faronic's Deep Freeze Enterprise for Windows X. The benefits of maintenance and security will be shown.

- * **Kahn, Russell**, SUNY Institute of Technology at Utica/Rome
Basic Concepts in Macromedia Flash
Monday, May 23, 1:00 pm - 4:00 pm, WP S III-G13
Workshops (Introductory)

Participants will learn the fundamental of Macromedia Flash, a vector based animation program. In addition, the presenter will discuss some basic ways of using this powerful tool for electronic portfolios, class projects, dynamic presentations, as a tool in online classes, and as a drawing tool.

Those completing the workshop will have an understanding of

- the workspace,
- the use of drawing and text tools,
- the use of layers
- the creation of links to URLs
- the creation of a simple actionScript,
- the use of frames and keyframes,
- the creation of a motion tween and
- implementation of button rollovers

Workshop participants will also learn how to publish their finished products as Web pages.

- * **Kahn, Russell**, SUNY Institute of Technology at Utica/Rome
Using Electronic Portfolios for Assessment, Learning, Reflection, and Achievement
Wednesday, May 25, 4:15 pm - 5:30 pm LH-10
Hands-On Demo (Introductory)

Portfolios can serve many purposes in teaching, from use as an assessment tool, to reinforcement of learning concepts, to a record of achievement. This talk will review portfolio concepts, discuss the value of portfolios in teaching and learning, describe the various forms of portfolios and their uses. It will explain how to build and organize a portfolio and how to incorporate it into classes and into a program.

Portfolio Concepts:

A portfolio is 'A purposeful collection of student work that illustrates efforts, progress, and achievement' over time. (Barrett) Used methodically in teaching and it provides

1. a rich picture of student performance
2. reinforcement of student learning
3. an opportunity for reflection
4. an assessment tool for student learning and program evaluation
5. a recruiting tool
6. a culminating project for degree

These are advantages in addition to the traditional use as a tool for students as they apply for jobs and attend job interviews.

Selecting a Style:

Portfolios can come in many flavors. They can be developed as a process notebook for a class project, as a class eportfolio for reflection and review, as a traditional print portfolio for a program or a class, or as an e-portfolio for use in a class and for an entire academic program.

Process notebooks and journals can include class assignments, class notes, readings, lectures, handouts, research, projects, records of meetings and discussions, and reflections on course activities and readings. They serve as a record, a retrospective of the semester, a reflection of a student's experience in the class, and a final review of student work. They can be done in a three-ring notebook, and series of journals in a folder, or a scrapbook.

Traditional print portfolios can be organized by project, skill, time (chronologically) or by category. They differ widely depending on the type of program but can contain student work, including projects, papers, photographs, designs and presentations.

Electronic portfolios can include digitally stored files, internet accessible files, Flash and HTML-based files with animations and live links; audio, video, images, and presentations. They are far more portable than print versions and can be stored on CDs and mini-CDs, on sub drives, and in Web sites.

Portfolios tell us:

- what courses students are taking
- what they are learning in class
- what software they've learned
- what's not being covered
- how students respond under pressure
- how students present themselves

- * **Kim, Donghwi**, Stony Brook University
Design-Oriented Introduction of Nanotech into the Electrical and Computer Engineering Curriculum
Thursday, May 26, 8:15 am - 8:45 am, LH-5
Papers (Advanced)

Nanoelectronics has the potential, and is indeed expected, to revolutionize information technology by the use of the impressive characteristics of nanodevices such as carbon nanotube transistors, molecular diodes and transistors, etc. A great effort is being put into creating introductory courses in nanotechnology. However, practically all courses focus on the physics, chemistry, and materials science aspects of this discipline. On the other hand, a more abstract, design-oriented introduction is desirable for electrical and computer engineering majors. In order to teach design-oriented nanotechnology, the teaching curriculum must be extended to include new concepts. In particular, it is necessary to supply the design principles, device models, and software simulation tools. This paper describes our approach for introducing nanotechnology system design into the Electrical and Computer Engineering curriculum at Stony Brook University. We developed a nanodevice library for SPICE-like simulator and a three-week module on nanotechnology system design utilizing this library. The module will be woven into an existing course on Integrated Electronics.

- * **Kimball, Jeff**, Mohawk Valley Community College
Anytime, Anywhere - Online Support for Distance Students
Thursday, May 26, 11:15 am - 11:45 am, LH-2
Papers (Introductory)

Times, they are a changin'. Education technology has evolved from routine email communications between students and faculty to include fully integrated online classrooms to facilitate content management, communications, assessments, and virtual collaboration. MVCC deployed Blackboard in 2002 and has seen a rapid increase among faculty and students who are actively using the course management environment for both classroom enhanced and fully online courses. In turn, we have seen an increased need to provide a highly available support infrastructure and to provide 24/7 technical and instructional support. Furthermore, with the increased number of users, the CDE found that more time was spent on support issues rather than the improvement of the online program. Mohawk Valley Community College has partnered with Presidium Learning to provide a comprehensive multi-channel contact center environment which provides an online self-help portal, and live support 24/7 via phone and chat.

This session will reflect on our co-sourcing partnership with Presidium and will include:

- An overview of the support environment available to faculty and students
- Pros and cons of selective outsourcing
- Student and faculty feedback regarding the availability and quality of support provided

- * **Knappen, Mary**, Genesee Community College
Creating Narrated Power Point Presentations for Online Math Courses (As Well As For Other Subjects)
Thursday, May 26, 9:45 am - 10:15 am, LH-7
Papers (Intermediate)

Teaching an online mathematics course presents unique challenges to both the students and the instructor. Most students benefit from hearing and seeing the solution to a problem, but how can this be accomplished when there is no e-pack available for a course? During this session, one means of addressing this issue will be described. By making use of Smart Board Technology, step-by-step solutions are saved as JPEG files which are then used to create a Power Point presentation. Narration is added to the Power Point file. This file's size is decreased using Impatica. The resulting file can easily be uploaded into WebCT (or any course management system) for students who may then see and hear problems explained.

- ✱ **Korni, Swaroop**, SUNY College at Brockport
Science and Technology: Impacts on the Criminal Justice System
Wednesday, May 25, 4:15 pm - 4:45 pm LH-12
Papers (Introductory)

Technological innovations play an increasingly significant role in the criminal justice field. They impact how criminals operate, as well as how we teach our courses. The use and abuse of computers have paved the way to entirely new ways to commit crime, as well as teaching criminal justice courses. In a positive light, as computers have become more powerful, available, and user-friendly, they have been used with increasing effectiveness in criminal profiling, fingerprinting, dental identification, video image processing, and simulation of crime scenes. These techniques have qualitatively changed the landscape of teaching criminal justice courses. This paper focuses on the use of computers in the criminal justice system, their importance in teaching, and on the computer's future trends.

- ✱ **Korte, Pamela**, Monroe Community College
Integration of Technology into Nursing Education
Thursday, May 26, 11:15 am - 12:30 pm LH-4
Panels (Intermediate)

The development and integration of innovative technology into nursing education for faculty and students is the subject of this symposium. It will include a description of the development and use of a computerized assessment system to track and measure change in student knowledge and skills over time. The computerized assessment system consists of: a clinical evaluation tool, a skills evaluation form used to provide immediate feedback to students in the laboratory or clinical setting, and a method of tracking student exam grades, assignment grades and completion of designated clinical skills. The use of PDAs in the clinical setting to provide information needed to enhance student decision making about patient care will be presented. Participants will learn how to develop, use, and adapt these innovative technologies for a variety of clinical settings. Participants will also learn how to take the entire assessment system and PDA resources to the clinical setting in a uniform pocket.

- ✱ **Krieger, Kelli**, Union-Endicott Central School District
Hands On: Technology and the High School Learner
Thursday, May 26, 8:15 am - 9:30 am, Academic A-G02
Hands-On Demo (Intermediate)

Tired of theory-only presentations? This hands on class will focus on using technology in the high school classroom. In other words, we'll spend our time discussing, practicing, and analyzing effective ways to use technology with our students.

Creative and enthusiastic individuals who are willing to go beyond the basics of snoring PowerPoint presentations and other run of the mill uses of technology will find this presentation especially useful.

Highlights of this class (time permitting and audience directed) may include: examples of and tips for effective classroom websites, non-boring PowerPoint presentations, webquests that are more than just copying information, student-centered online forums, e-folios, group blogs, real time discussions, tele-mentoring, and effective student writing for the web.

**This class will be presented from the perspective of a high school English classroom, but many of the practices and techniques can be easily adapted to other subjects and levels of instruction. Much of this class will focus on visual learning strategies.

- ✱ **Kroll, Gary**, SUNY College at Plattsburgh/a
Technology for the Humanities?: Tablet PCs and GoBinder in an Asynchronous and Hybrid Teaching Environment

Wednesday, May 25, 2:45 pm - 3:15 pm, LH-7
Papers (Intermediate)

In the world of technology and learning, courses in the humanities generally fall behind the curve in the adoption of new technologies. One of the main reasons for this is that humanities courses generally are writing-based, and there is little that technology, apart from wordprocessing, can do to help. Tablet PCs offer an opportunity to bring efficiency and productivity to a wide range of faculty who have stayed at the sidelines of technology and learning.

The tablet PC form factor offers a wide scope of functionality in expediting communication, consolidating research and organizing service information. But more than anything else, tablet PCs make possible the quick assessment of writing-oriented assignments in a fashion remarkably similar to editing on paper. By using a tablet PC on top of a course management system, I have been able to increase communication with students and provide quick turn-around on assignments.

Moreover, I will demonstrate the functionality of a commercial software package designed for the TPC environment, GoBinder, that tremendously increases in-class functionality in a hybrid course.

- ✱ **Land, Jr., Walker**, Binghamton University
Emerging Technology in Teaching Computational Intelligence for Engineers and Computer Scientists via Distance Learning

Wednesday, May 25, 2:00 pm - 2:30 pm, LH-5
Papers (Advanced)

The presenter shows the practical benefits of teaching computational intelligence technology by distance learning. Specifically, engineers, computer scientists, medical personnel as well as some of the Liberal Arts disciplines will be using computers driven by intelligent software as a matter of course in the 21st century. This assertion is currently supported by the fact that computer aided diagnostic (CAD) intelligent software is currently being developed as a second opinion diagnostic aid for breast and lung cancer, in addition to being used for diagnosing heart abnormalities and prostate cancer. In addition, intelligent computer detection and classification software has been and is being developed for the detection of deadly bio terrorism nerve agents, such as organophosphates.

The primary objective of this paper is to describe how distance learning is currently being employed to teach Support Vector Machine (SVM) concepts as a mechanism to develop these intelligent software packages. In addition a 25 minute movie titled 'Topics in Computational Intelligence' will be shown. It demonstrates the proficiency with which graduate and upper level undergraduate students learn this CAD technology in the distance learning environment, by reporting on research projects in which they developed a CAD tool to diagnose breast cancer from a mammogram screen film data set using SVM technology. This film was previously shown twice: first as as part of an invited paper on teaching Evolutionary Computational Concepts at the 2002 International World Congress for Computational Intelligence, and secondly as a paper for the 2005 St. Lawrence conference. No additional equipment beyond a screen and a connection to a laptop computer will be required to view the film. In this film, the students demonstrate their understanding of SVM theory, its application, development and testing as applied to the development of CAD diagnostic software packages.

- ✱ **Lending, Craig**, SUNY College at Brockport
Collaborative Partnerships -- Making the Most of Limited Resources by Custom Programming
Wednesday, May 25, 2:45 pm - 3:15 pm LH-12
Papers (Intermediate)

SUNY Brockport adopted the ANGEL Learning Management System four years ago. Since then, we have worked closely with ANGEL Learning (previously CyberLearning Labs) on several customized programming enhancements to the base ANGEL Learning Management System. These include:

- automatic registration for exams, workshops, and special events
- a customized testing component for assessing the computer competency of incoming students
- a merged courses manager that easily allows instructors to combine various laboratory sections of the same course, graduate and undergraduate courses, and cross-listed courses
- web-services that allow full synchronization of student enrollments with Banner
- the ability to feed grades from ANGEL into Banner, ensuring that all grade restrictions are enforced and a robust error-checking mechanism is in place
- a mechanism for publishing electronic reserves into individual courses, while at the same time restricting external access to course content and student information; this has enabled us to replace our previous e-reserves system

These enhancements have been completed at minimal expense, and have extended the functionality of ANGEL at SUNY Brockport. In addition to allowing close collaboration in the design and testing of the various components, the projects have also increased intracampus communication among technology support staff, librarians, faculty, and individuals involved in assessment. These collaborative partnerships have resulted in substantial savings of limited resources. Savings have extended to both personnel and funding, and have enabled us to implement innovative program enhancements with a minimal budgetary impact. The benefits of these collaborative partnerships, as well as barriers to establishing them, will be discussed. Creative mechanisms to overcome these barriers successfully will also be presented, as will some of our planned future enhancements.

- ✱ **Leva, Ed**, Wellington Steele and Associates
Strategies for Funding IT Projects
Wednesday, May 25, 2:45 pm - 3:15 pm LH-13
Vendor Presentation (Introductory)

In the arena of Higher Education, Information Technology Budgets have been challenged to meet the growing technology demands of their customer base (students, faculty and staff) with little or no increase in their IT Dept to meet the demand. Couple this with antiquated technologies, slow Tech turnover, and pressures from local, state and federal entities to be IT compliant, and you will find that Higher Education IT is not given the proper monetary resources to address these issues.

Higher Education Administrators will be helped to identify both common and not so common sources of funding for their needed IT projects. A critical success factor in this is partnering, especially with vendors, to help manage/implement the IT projects.

- ✱ **Levine, Marion**, Fashion Institute of Technology
Updating the Classroom: The Good, the Bad, and the Ugly
Tuesday, May 24, 6:30 pm - 9:00 pm
Posters (Intermediate)

The General Education 2000 requirements are finally settling in. All SUNY students must develop oral proficiency as part of their undergraduate experience. Some SUNY campuses are now requiring speech, while

others are instituting Speech Across the Curriculum. Regardless of the approach, the proper technology is essential to help students reach their potential. This presentation is designed to highlight the benefits and problems in incorporating technology into instruction in a technologically 'smart' classroom.

The Fashion Institute of Technology of SUNY has two rooms dedicated to speech classes. The equipment in these rooms is old and outdated. The Dean of Liberal Arts and the Institutional Technology department charged the speech people with creating a 'premiere' room. The search to find models of a room that would meet our needs met with limited success. We then proceeded to try and create such a room. Our creation of a hybrid room and its advantages for teaching will be explained.

The improved technology should improve learning outcomes. Students will be required not only to know about the technology but use it efficiently, effectively and appropriately to strengthen their presentations. These skills will enhance their abilities to function more productively in other classrooms and in professional presentation situations.

There are also problems attached to the technologically 'smart' classroom. Time will have to be found to incorporate the teaching of the effective use of this technology to the instructors. In addition, time must be found in an already crowded syllabus to teach and evaluate the students on these new skills.

- * **Lopez, Dr. Robert**, Maplesoft
Testing and Assessment Technology in Math and Science: The Maple T.A. Experience
Wednesday, May 25, 4:15 pm - 4:45 pm LH-13
Vendor Presentation (Introductory)

Technology has fundamentally transformed the way math and math-dependent courses are taught and learned. Over the past 20 years, technologies such as Maple have allowed instructors to introduce interactive, exploratory, and more application-oriented dimensions to the curriculum. The associated techniques are well-established and are now standard elements of the overall instructional toolsets at most institutions.

Maple T.A. is a newer product that has been quickly gaining strong interest from many organizations. Maple T.A. provides a complete Web-based system for authoring, organizing, deploying, and managing testing and assessment applications. Technologically, it marries an infrastructure akin to academic administration software, e.g., management of student ID, grade and performance recording, content management, etc., with the mathematical intelligence of the math engine that drives the standard Maple system. The result is a unique system more suitable for the specific needs of math-intensive courses.

Unique challenges in math and science include testing of thinking and comprehension instead of fact memorization. Impediments to the mechanization of this process include issues as mundane as the entry and display of complicated mathematical expressions, and even the display of graphics. Mathematical subtleties such as distinguishing between the factored and unfactored form of a polynomial are more difficult to deal with, even to the point of preventing anything but multiple choice or true/false tests. Consequently, traditional assessment systems have not enjoyed the level of adoption in collegiate math and science as they have in other fields. Yet the intelligent sorting of mathematical subtleties, the support of concept vs. facts, and efficient entry of expressions are a natural part of the mathematical software world. Maple T.A., with its combination of the administrative and mathematical tools, is therefore becoming the leading technology for mathematically meaningful testing and assessment.

The most popular application of Maple T.A. has been in placement testing. For most institutions, assessment of entrance knowledge of math concepts has been extremely cumbersome and costly. Maple T.A. has been able to automate many of the most challenging aspects of placement test administration.

The presenter will offer a general introduction to the Maple T.A. techniques and extensive demonstrations of the software. The audience will see the student's experience in taking tests, and the instructor's experience in authoring and managing tests. For context, a case study from SUNY Stony Brook will be presented. Finally, a

survey of available resources, including publicly available question banks, content tied to specific text books, and user feedback will also be presented.

- * **Lord, Jr., Philip**, Hudson Valley Community College
Not Your Usual PowerPoint - Image-Based Technologies for Classroom Presentation
Thursday, May 26, 12:00 pm - 12:30 pm, LH-10
Papers (Intermediate)

The students who come to us today come from perceptual environments usually quite different from those we, as instructors, may be used to or assume. They communicate and are communicated to via image-rich, often completely non-verbal media. To translate concepts to them via heavily text-based media may be missing the point and the opportunity. The instructor follows his evolution from the chalkboard to the medium of PowerPoint in an attempt to use images, animated sequencing, and spatial arrangement to translate concepts in introductory sociology into the language of contemporary media and contemporary students. The technological equivalent of 'a picture is worth a thousand words,' this unconventional configuration of PowerPoint for the classroom is presented as an example of what can be done and a guide on how to do it.

- * **Lowe, Brian M.**, SUNY College at Oneonta
Visual Imagery Databases and Visual Sociology: Incorporating Still Images and Film Clips into Sociology Classrooms
Tuesday, May 24, 6:30 pm - 9:00 pm
Posters (Introductory)

Sociology as an academic discipline has come to focus increasingly on fields such as culture, religion, emotions, and social movements -- all of which involve at some level organizations, institutions, subcultures, and other groups using visual images (both still images and films) as a means to realize various goals. The presenter discusses why visual databases are pedagogically useful in these and related substantive fields, how such databases can be constructed, and what these databases offer in both terms of enhanced instruction and innovative assignments for students.

- * **Lubowsky, Jack**, Nassau Community College
Keeping a Student Database with Basic EXCEL Functions
Thursday, May 26, 11:15 am - 12:30 pm, Science II-135
Hands-On Demo (Intermediate)

EXCEL is not a program in the usual sense. It is essentially a sheet of graph paper on which you may write names and numbers; data. And it can be quite a useful aid in keeping records even if you know only a few of its functions.

In this workshop, you will start with the most basic of EXCEL commands and gradually build on the until you have a practical gradebook.

Keeping a grade book with EXCEL will allow you to do a lot more than just compute weighted averages of your students. Functions are available to

- drop the lowest grade, or the lowest 2 grades,
- convert a numerical grade to a letter grade,
- substitute a grade on the final exam for a missed exam,
- save the grades as an html file for posting to the web,
 - format a printed report to submit to your registrar,
- and more, all automatically.

Then you can change any grade and re-compute the entire grade book with a keystroke.

I will present examples of how you can easily do all of the above as well as conveniently maintain a database of your students using just EXCEL spreadsheets. There are not a lot of commands to know, just judicious use of a few simple ones.

(Note to review committee: This talk was presented as 20-minute paper at CIT2004 and I received comments that it should be a longer hands-on presentation. I also gave a 1 hour and 15 minute talk at my own institution. It was also well received and again it was suggested that it would be more useful as a longer workshop.)

- ✳ **Lunts, Ellen**, SUNY Empire State College
Faculty Use of Technology as a Tool for Instructional Collaboration
Thursday, May 26, 10:30 am - 11:00 am, LH-12
Papers (Introductory)

Two faculty members of the new Empire State College Master of Arts in Teaching Distributed Program share their experiences of using technology for collaborative teaching of hybrid courses to groups of students in different geographic locations. They discuss impacts of a distributive environment on faculty teaching and teacher-candidates' preparation, and the opportunities that such an environment offers for instructional collaboration. The authors describe their use of CourseSpace and other technologies to collaborate with each other and other instructors. The paper identifies advantages --both for faculty and for teacher-candidates--of faculty instructional collaboration, describes necessary conditions for instructional collaboration, and suggests how faculty can make the most of such arrangements. The authors recount some of the issues they faced in establishing instructional collaboration and advise other faculty about ways to predict and avoid potential hurdles in instructional collaboration. The paper concludes with a discussion about the future of faculty instructional collaboration and emerging technology tools to support it.

- ✳ **Lyons, Joseph**, Kings College
Building Online Master's and Certificate Programs in Health Care Administration at Three Non-Related Universities: Commonalities & Differences
Thursday, May 26, 12:00 pm - 12:30 pm, LH-5
Papers (Introductory)

Health care administration is a fertile market since most of the graduate students majoring in health care administration are part-time students and fulltime working employees. To address this market, Ohio University, University at Buffalo and King's College are in the process of either designing or delivering health care administration courses, certificate programs, and master of health administration (MHA) degrees online or in a blended format. Long-range plans have been developed for all three institutions. However, despite funding of plan development, online course development in all the programs has been very slow. Faculty members are expected to work on online courses only when they get a chance. Senior program directors and upper level supervisors at the dean level or higher are uncertain as to the best strategy for tapping into the adult working population.

Faculty members have quite enough to do to teach their current courses, mentor students, apply for grants, conduct research, and publish articles, and they are rewarded for doing so. Those who are interested in developing online courses are expected to learn the technology, do the majority of the work involved, and then implement each course while maintaining the same quality standards as in their face-to-face courses. However, the learning curve involved is very steep and the knowledge and skills required for such course design and development are typically not in the faculty members' area of expertise.

Admittedly, software technology, such as Blackboard and WebCT, can help both faculty and students. All three institutions have established separate campus wide technology centers, and the primary technical professionals and support personnel typically are very competent in and knowledgeable about the products they are supporting. Yet the overall university information systems support structure, the server power and bandwidth, may in some cases be insufficient to the task, especially during times of peak use. A purported benefit of online courses is that students can view and listen to the professors' lectures anytime they want to do so. Unfortunately, this lack of structure can inhibit the learning process since life events and other coursework

can take over and the student can easily find himself or herself behind in the online coursework. More needs to be done both to facilitate the development of on-line courses and to expedite their delivery.

Authors are advocating that a more focused approach be taken at each school with a specific budget for such tasks or a defined timeline for them to occur.

✳ **Maloney, Kevin**, Motion Computing

Tablet PC's in Education

Thursday, May 26, 9:00 am - 9:30 am, LH-13

Vendor Presentation (Introductory)

Join Kevin Maloney, Business Development Executive from Motion Computing, in exploring how the Tablet PC can simultaneously simplify and extend the capabilities of your computing infrastructure. Also learn the answers to some of the most pressing questions surrounding Tablet PCs: Are they meant to supplement or supplant your existing PCs? What is the best form factor for you: pure slate or convertible notebook? What are Ink-enabled applications and how will they change the way educators and students interact with computers?

Motion Computing will be presenting a live hands-on demonstration of a Tablet PC and applications specifically designed for use in education. It is our hope that this demonstration will provide insights into the power and flexibility Tablet PCs provide your mobile resources.

Motion Computing, through its dedication to the TabletPC platform and leadership in engineering for mobile solutions, has seen a multitude of uses for this innovative technology in education.

✳ **Marcus, Sara**, Touro University International

Does Technology Fit with Theatre Arts Education?

Wednesday, May 25, 2:00 pm - 2:30 pm LH-10

Papers (Intermediate)

This session is addressed to theater arts educators and will discuss ways that web-based technologies can be used to enhance the theater arts education experience - both for students and the instructor. This will include, but is not limited to, asynchronous communication (i.e. discussion boards and email/listservs), synchronous communication (i.e. group chat/seminar and instant messenger/office hours); electronic file submission, supporting collaborative projects, and access to outside resources.

✳ **Markus, Sandra**, Fashion Institute of Technology

Methods of Using Technology to Promote Faculty Communication and Development

Tuesday, May 24, 4:30 pm - 5:00 pm LH-4

Papers (Introductory)

In my department, all the members of the faculty come from a strong design background, with excellent credentials in the apparel industry.

What most of us lack is formal training in education. Hence, we have never developed standards for information that we communicate to the students. For the most part we teach by modeling and demonstrating, a very 'hands on' approach. We have entered an era where excellent writing, computer, and time management skills are extremely important for students to succeed. As faculty members, we also need to be better prepared to instruct these students.

We are in the process of developing in our department a system where all courses in the major disciplines will have course coordinators/ mentors, who will organize course material from outlines to exams and communicate this information to all faculty. The question is how do we include all faculty in these workshops. To enhance these face-to-face workshops we have developed information packets that faculty can access on the web to help

reinforce or explain from step one how to develop instructional materials for their particular course. I want to demonstrate how with very simple technology faculty can develop and share information.

- ✱ **Martinez, Nicola**, SUNY Empire State College
A Collaborative Approach to Hybrid Course Conversions
Wednesday, May 25, 5:00 pm - 5:30 pm, LH-7
Papers (Introductory)

The Center for Distance Learning, founded in 1979, is a unit of Empire State College, a nontraditional arts and science college of the State University of New York. The college was a key contributor in establishing the SUNY Learning Network, and among the first institutions delivering complete online degree programs. At this time, the Center for Distance Learning has 339 distinct courses online, and delivers over 700 courses per year via the web. We are the leading enroller in the SUNY Learning Network, with over 20,000 enrollments per year, and growing. The Center for Distance Learning has contracts with special projects, such as eArmy U and Navy Programs.

Presenters will discuss an approach to creating CourseSpace hybrid courses from residencies, hybrid CourseSpace residency courses from SLN fully asynchronous online courses, and SLN asynchronous courses from CourseSpace hybrid residency courses. This adaptation requires adjustments to existing practices, processes, and policies, in addition to instructional design and curricular concerns. Perhaps most challenging is the complex cultural change engendered by a change in learning environments.

Redesign and new development of Fire Services and Emergency Management courses are current priorities for the center, in collaboration with FEMA (Federal Emergency Management Agency). We will illustrate our discussion with examples of a course model for fire services and emergency management courses.

- ✱ **Masson, Patrick**, SUNY System Administration
Open Learning, Open Source: An Industry Point of View
Thursday, May 26, 9:45 am - 10:15 am, LH-4
Papers (Introductory)

IBM's examination of the key drivers affecting change in higher education points to the development of a market increasingly driven by global competition with an emerging set of common standards serving a local, highly individualistic set of consumer-minded constituents. For providers of technology and content to the higher education market, the development of the Learning Economy creates a unique opportunity if they can successfully position their products and services. In order to take advantage of that opportunity, institutions of higher learning will have to embrace the following strategies:

- Leverage Open Source Business and Learning Solutions. Institutions are driving towards open systems for content creation, management and delivery, as well as administrative and support systems. The institutions see Open systems as a way to reduce operating costs and a growing dependency on proprietary software vendors, and as a way to unleash the innovation and creativity of their faculty and students. Open Source efforts will also define key APIs and interfaces which commercial software providers will have to embrace.
- Develop and/or License Interoperable Learning Content. Institutions are driving towards interoperable learning materials (textbooks, tests, supplemental materials). Institutions increasingly are differentiating themselves in their effort to attract students through specialization, that is, by being the best at something. In today's world of Internet access to anything and everything, that means that they must become even better masters of their subjects and disciplines and even better aggregators of related content. To accomplish this, institutions recognize the growing need to search for and acquire relevant materials, wherever they are. A key need, therefore, is for content to be interoperable to simplify its acquisition. A related and critical need is the effective ability to find learning materials across a vast array of electronic sources. Federated search capabilities will be in demand to meet this need.

- ✳ **Maurino, Paula**, SUNY College at Farmingdale
Genres vs. Cybergenres: How Real are the Differences?
Thursday, May 26, 9:00 am - 9:30 am, LH-5
Papers (Advanced)

Genres offer potentially useful methods of classification. In knowledge organization, the use of genre identification for Web searching is still in its infancy. Modern communication technologies continue to spawn new and transformed genres, but in the digital realm distinctions between form, content, and medium are blurred. Confounding this issue is the fact that genres are usually specific to a particular discourse community of users with learned social and cultural expectations. In the domain of higher education, genres such as lesson plans, reading lists, and tests revolve around the creation of a course syllabus, itself a genre. As a preliminary analysis, a case study of selected syllabi from The State University of New York at Farmingdale was conducted. Print syllabi for traditional classes, digital syllabi for traditional classes, and digital syllabi for online classes at the State University of New York at Farmingdale were examined using the genre theory: content, form, functionality, and a 5WIH: who, what, when, where, why and how, communications framework. The research questions posed were: What are the similarities and differences between print syllabi genres for traditional classes, digital syllabi genres for traditional classes, and digital syllabi genres for online classes? What are some of the factors that account for the degree of uniformity in syllabi genre?

Study results indicate that syllabi genres do evolve into replicated variant cybergenres with enhanced functionality, but that this does not always happen. There can be barriers to this evolution. One of those barriers is software. Other barriers may include social, cultural, power and political issues. The study also showed that closer knit communities such as full-time faculty produced more consistent, uniform syllabi genres than isolated adjuncts.

- ✳ **Maximiek, Sarah**, Binghamton University
BlackBoard: Where Librarians and Students Connect
Thursday, May 26, 9:45 am - 10:15 am, LH-3
Papers (Introductory)

Students want their information as quickly and easily as possible. Professors want their students to use quality information. By using the BlackBoard Course Management System, it is possible to give the students one stop access to their coursework, library databases and research tools, and to allow them interaction with their librarian. Librarians will show how they have integrated library resources and authoritative web based information into BlackBoard. Course specific handouts and web pages are posted to Blackboard. Online discussion boards, surveys, pre- and post tests can be used to incorporate active learning and to assess student learning throughout the course.

- ✳ **McCarthy, Carol**, Hudson Valley Community College
Developing a Strategic Plan for Faculty Professional Development
Wednesday, May 25, 2:45 pm - 4:00 pm, LH-2
Panels (Introductory)

SUNY's current focus is to encourage institutions to organize their professional development into a cohesive plan. Although Hudson Valley Community College has had a strong professional development plan in place for many years through our Center for Effective Teaching, we have focused our energies this year on introducing a professional development plan that focuses on pedagogy and leadership. Colleagues will have the opportunity to explore in depth a professional development plan (which includes Certifications of Completion in pedagogy and leadership) and will benefit from the experience we gained throughout the process of implementing such a plan.

Although the charge of creating a two-year faculty development plan became a formal mandate in summer 2004, the process of collecting information about faculty and departmental needs has been ongoing. One study completed last year was an assessment of professional development needs as perceived by department chairs. This study led us to the firm belief that professional development should be guided by faculty for faculty. Therefore, a group of faculty mentors and non-teaching professionals representing a cross-section of disciplines came together to create a faculty development strategic plan. The authors will share the plan, the process of implementing and advertising the plan, information on the administration involved, the Certifications of Completion, RFP guidelines, the selection process for instructors, and the Web page. The authors will explore in depth the Certifications of Completion in both pedagogy and leadership and describe the menu-driven course options. We will also share information on how we have incorporated a modality for peer recognition of participants.

At Hudson Valley Community College, we believe we have created a plan based on sound pedagogical principles that will encourage faculty to participate and take a strong lead in their own professional development.

We would like to make the quest for a professional development plan a little easier for others by sharing our materials with those interested in using our experiences as a springboard for their institutions.

- * **McCoy, Peter**, SUNY College at Potsdam
iLife Tools for the Creative Educator
Monday, May 23, 6:00 pm - 9:00 pm, WP S III-G13
Workshops (Introductory)

Constructivist educators have a powerful new ally in Apple's iLife suite. These integrated software tools enable students to manipulate audio and video media flexibly and intuitively, so they can create media-rich projects, presentations, and portfolios. The ability to capture, edit, and publish their ideas in sounds and images is quickly changing the way our students think, work, and learn.

Participants in this workshop will (a) compose music with Garage Band, including the use of digital audio and Musical Instrument Digital Interface (MIDI) file clips, (b) learn how to export Garage Band files into iTunes, (c) burn their original music to an audio CD with iTunes, (d) create a movie with iMovie, (e) create a slide show with iPhoto, and (f) learn how to burn projects to DVD with iDVD. Ideas for classroom use will be discussed and examples of student projects from the Potsdam campus will be shared.

- * **McCoy, Peter**, SUNY College at Potsdam
Multimedia Files, Discussion Boards and Community Learning: a Virtual Seminar in Teacher Education
Thursday, May 26, 9:00 am - 9:30 am, LH-7
Papers (Intermediate)

The problem I confronted was the lack of adequate seminar time associated with a pre-student teaching field experience course for music education students at SUNY Potsdam.

The solution seemed obvious: to utilize the discussion board space on our BlackBoard server, but this solution presented logistical problems as well. First, I needed to find a way for students to compress video clips of their classroom experiences automatically. The solution to the first problem was found with the authoring of an AppleScript applet that opens an uncompressed QuickTime file and compresses it to preconfigured specifications, saving it with the appropriate extension for uploading to the BlackBoard server. Second, I needed to create procedures that would maximize student participation in the discussion. The solution to the second problem was to establish a workflow through which students would receive credit both for posting and for responding to their peers. Pros for this approach include:

- (a) asynchronous format allows students to work at convenient times and from preferred locations,
- (b) every student contributes and is able to compose good questions and responses,

- (c) all discussions are archived,
- (d) absent students can view the movie clips and participate in the discussion,
- (e) using the applet to facilitate movie compression reduces the need for teaching arcane technology skills, and
- (f) the approach facilitates assessment.

Cons include the need for post-processing of video content and the need to moderate the online discussion.

- ✱ **McGrann, Roy**, Binghamton University
Enhancing Engineering Computer-Aided Design Education Using Lectures Recorded on the PC
Wednesday, May 25, 1:15 pm - 1:45 pm LH-5
Papers (Intermediate)

The primary objective of the Computer-Aided Engineering (CAE) course required during the third year in the mechanical engineering curriculum at Binghamton University is to educate students in the procedures of computer-aided engineering design. The solid modeling and analysis program Pro/Engineer™ (PTC.) is used as the basis of this course. As a means to this objective, students must be trained in using the Pro/Engineer(TM) software.

We created a series of video lectures using Camtasia Studio (TechSmith.) to accomplish the training in Pro/Engineer(TM). As the literature for the program says: 'Camtasia Studio is a complete solution for quickly creating professional-looking videos of your PC desktop activity.' Fourteen videos were created for this course, incorporating audio combined with PowerPoint(TM) slides. The video files (avis) are distributed to students on five CDs.

This paper describes the structure of the course and how the videos are integrated into it. Also included is a brief overview of the creation of the videos. Results of a survey of student satisfaction with the video format are presented.

- ✱ **McIntosh, Steven**, Schenectady County Community College
Portal Perceptions: The Reprise
Wednesday, May 25, 10:15 am - 11:30 am, LH-2
Birds of a Feather (Introductory)

The FACT Committee, Advisory Council, and its Learning System Subcommittee have long been interested in the applied theory of portal science - that is, the how of portal operation appears as straightforward information when viewed through an information technology lens. What remains elusive is a descriptive common belief about why a portal is useful for faculty and students. We still need to narrow the scope of the word 'portal' and also try to better define what a portal is, and what it does for the teaching and learning environment. Seems like a simple enough task, doesn't it? The problem is this: everyone has a different definition for 'portal' and a different view of what it can do. Yet, 'portal' remains a hot marketing term. Broadly speaking, any system software or application that can act as a doorway or gateway to some other system, application, or network, can be called a portal or portal-like product. Therefore, course management systems may be considered portals, despite the fact that a CMS/LMS product might only be accessed through authentication resulting from a college's official gateway (portal).

A true university portal might be defined as a single web site that provides access to a (1) suite of basic campus services, such as the course management system, the library, campus bulletin board, college catalog, course listings, etc., (2) often-used software, such as search engines, specialized software, and (3) links to widely-used off-campus sites. The rub is, who will select what is included (or even more important, what is excluded)? Is there any possibility that such a definition will be accepted in the individualistic atmosphere of a single campus let alone all 64 campuses in the SUNY system? Perhaps, in the end, portal is just a word and we should leave it at that.

Course management vendors claim that their products are portals, may be used like a portal, or are portal compatible. Internet search engines identify themselves as portals. It seems that all manner of software

applications may not only be considered 'portal friendly,' but can also be used to develop and manage portals. All of this would be amusing, if it did not have implications for comparing, purchasing, and managing software products and systems. And, what goals do we wish to result from portal use? We're interested in what you think about portals.

- ✳ **McLean, Paul**, SUNY System Administration
Creating Flash Animations that Teach Computing Skills
Wednesday, May 25, 1:15 pm - 2:30 pm, Academic A-G04
Hands-On Demo (Intermediate)

If a picture is worth a thousand words, a Flash Animation is worth a million. In an increasingly technologically reliant world, there is a need to provide adequate documentation to demonstrate how to use and/or apply the technology in question. Documentation with illustrated graphics is clearly desirable over text documentation alone. However, this type of documentation, historically, has required an inordinate amount of time to create--time most faculty members just don't have available to them. Moreover, the delivery of superior documentation can get very costly in resources, both human and material, needed to produce and distribute them. Now with the advent of Flash Animation development tools, faculty can have their cake and eat it too. These tools allow anyone with basic computer skills to create illustrated, animated, and/or interactive training documentation easily, in a fraction of the time that it used to take their counterparts of yesteryear. It can also be distributed on the web much more cheaply than before.

This hands-on demonstration will be broken down as follows:

Segment 1 -- (Demonstration/Discussion) Participants will see an example of an instructional Flash Animation and discuss the advantages and potential uses of this media.

Segment 2 -- (Guided Practice) Participants will create a simple guided practice Flash Animation.

Segment 3 -- (Practice) Participants will be instructed to create a simple Flash Animation on a pre-determined skill set.

Segment 4 -- (Exploration) Time allowing, participants will be instructed to create a simple Flash Animation of their choice.

We will be using WINK for the creation of our Flash Animations. WINK is freeware. WINK can be found at the following Web Site: <http://www.debugmode.com/wink/>

- ✳ **McNamara, Chris**, Finger Lakes Community College
Applying Technology in a Classroom When Technology Does Not Exist
Thursday, May 26, 11:15 am - 12:30 pm, LH-13
Birds of a Feather (Introductory)

I have a simple, but important roundtable I would like to moderate at the spring CIT Conference. The topic: Applying Technology in a Classroom When Technology Does Not Exist.

As a community college professor, I teach several courses at an extension site. Besides an overhead projector, I do not have the availability of any modern pieces of technology in the class, such as Power Point or the Internet. Many of my colleagues who teach on the main campus have the same problem.

I have started to teach via a hybrid approach, where I require students to use a WebCt website outside the classroom. The activities my students are asked to do include retrieve lecture notes and examples, access The Wall Street Journal online, and gather assignments from me.

Even in this modern age of using technology in the class, I know that there are many professors, especially at community colleges, who have these limitations. What are some creative ways to use technology in the room, given these limits? I want to lead a discussion with other faculty members who have similar concerns, and perhaps, are using creativity to overcome this obstacle.

This roundtable would work best with fewer than 25 people. My goal would be to list some best practices so that members of the discussion may be able to try them out in the upcoming year.

- ✳ **Miller, Cheryl**, SUNY College at Potsdam
Pedagogy and Instructional Technology Working Together at SUNY Potsdam: LTEC and ITC
Wednesday, May 25, 2:00 pm - 2:30 pm LH-4
Papers (Introductory)

As the LTEC evolved, technology played a larger role; however, the faculty needed more training, equipment, and software. The LTEC, together with others including the Library, purchased equipment such as a Large Format Printer, video digitizing equipment, and GIS equipment/ software. This new equipment was housed in the LTEC, which was open very limited hours, with staff not trained in using the equipment. Although the LTEC was responding to faculty needs, it was not easy for faculty to use the equipment causing even more frustration.

Also in 2001 the Computing and Technology Services Department was re - organized and an Instructional Technology Support Area was created. This area eventually grew into the Instructional Technology Center (ITC). When the ITC opened in the summer of 2004, the new technology formerly housed in the LTEC was moved to the ITC, causing concerns that its connection to faculty development and the LTEC had changed.

The directors of these Centers began working closely together in the fall of 2004 to discover how faculty could benefit from both centers even more. A perfect partnership was formed between pedagogy and technology for faculty support, training, and development.

- ✳ **Mullan, Pam**, Onondaga Community College
Save a tree! Read On-Screen
Thursday, May 26, 9:45 am - 11:00 am, Science II-134
Hands-On Demo (Introductory)

The advances in technology over the past 20 years have transported the area of reading into a new medium for text - the digital age. This new era requires us to face the many challenges posed by electronic text, which itself is a new literacy. We are no longer limited to paper documentation, but have available a vast array of documentation, in a variety of formats, on a range of different devices, literally at our fingertips.

Yet for many of us, reading paper documentation is easier, faster, and more comfortable than reading from a screen. Paper is a familiar medium. But since so much reading is now done on a computer screen, many people are looking for more efficient and effective ways to read more and faster on-screen.

The presentation includes information from over 10 years of research and summarizes the presenter's book, *Read More, Faster...On-Screen*.

- ✳ **Murphy, Patrick**, SUNY Training Center
The SUNY Training Center: A System-wide Program for Academic Training and Professional Development
Tuesday, May 24, 4:30 pm - 5:00 pm LH-12
Papers (Introductory)

SUNY TC Member Campus Liaisons have been invited to attend this session; however, it is open to all conference attendees as well.

The SUNY Training Center and the TLT @ SUNY Program brings opportunities for training and professional development to faculty and instructional support staff throughout the system. The TLT Program incorporates skill and knowledge development on teaching and learning practices as well as those issues related to faculty excellence and advancement. TLT also focuses on sharing technology developments and best practices regarding teaching and learning with information technologies. System-wide efforts to further define and expand all TC Academic Programs will be discussed. Meet the SUNY Training Center Director and new Program Staff and find out what is on the horizon for the future of TLT @ SUNY. Refreshments provided.

- ✳ **Nepkie, Janet**, SUNY College at Oneonta
UUP, Educational Quality and Instructional Technology
Thursday, May 26, 8:15 am - 9:30 am, LH-12
Panels (Introductory)

The UUP works through its Technology Issues Committee to study and make recommendations on the use and effect of technology on UUP members. Panelists will discuss the use of technology as it relates to educational quality; distance education; access and training issues; academic freedom; and the effect of technology on working conditions and staffing.

- ✳ **Nunes-Harwitt, Arthur**, Nassau Community College
Ideas Behind Computer Algebra and Their Use in the Classroom
Wednesday, May 25, 10:15 am - 10:45 am, LH-5
Papers (Advanced)

Computer algebra systems are being used more and more frequently in mathematics courses at all levels. For instructors to use these systems effectively, they need to have an idea of how the systems work. To illuminate the mechanics, the implementation of a simple computer algebra system will be described. Further, if instructors understand the methods used by computers, they may find the ideas involved useful for students even without a computer. A lesson plan aimed at students with little or no algebra background will be described, followed by a discussion of the author's experience using this lesson in the classroom.

- ✳ **O'Connor, Eileen**, SUNY Empire State College
ESC Alternative Teacher Education Program: Preparing Adults with Technology
Thursday, May 26, 9:45 am - 10:15 am, LH-12
Papers (Introductory)

Two faculty members from the new Empire State College Master of Arts in Teaching (MAT) alternative teacher certification program will review the challenges and blessings that technology brings to this newly-crafted program. The MAT program is designed for a unique audience and a critical need: to bring career-changer adults whose expertise lies in high-needs subject areas (mathematic, science, and languages) into school districts that are themselves designated as high-needs. To further confound this program's challenges, an alarmingly-high rate of new-teacher attrition is observed historically in such schools. The central role that instructional and communication technologies are playing in this program's development will be addressed, in its first year of courses (September '04 -- June '05) and, hopefully, in its eventual long-term success.

The MAT program has the distinct advantage of being designed now, when both instructional technologies and communication technologies are readily valued and available -- though not always used to their fullest in either K12 or higher education. A cornerstone of our program is the use of technology to support communication infrastructure, teacher collaboration, and educational technology preparation. Our program takes into account the constraints of the workplace in preparing adults to be teachers (understanding that these adults would not be able to leave their jobs); the need to have the K12 students become tech-enabled (overcoming the digital divide where tech skills are distributed along socio-economic levels); and the need to provide an online support network for these new teachers. We are actively developing courses that encourage and require cohort

community building across the state, that contain rich, embedded just-in-time and self-instructional technology skill-building, and that will require actual classroom application of educational technology (with its subsequent evaluation) to ensure effective and continued use of technology.

The questions guiding our development, the specific tools and techniques we are using and evaluating, the results we have had to date, and the directions in which we are intending to continue developing and exploring will be detailed. We are very inspired by this application of technology towards newly-conceived ways of teaching and collaborating and by some of the initial outcomes that are emerging, albeit with the proverbial bumps-along-the-way.

A companion paper will be presented by these two faculty addressing the faculty collaboration issues attendant to this innovative and distributed (collaborating faculty are working across NYS) education program development.

- ✳ **Oberkircher, Oscar**, SUNY College at Oneonta
Simulation Gaming Software: The Next Step in Case Studies?
Tuesday, May 24, 3:00 pm - 3:30 pm, LH-4
Papers (Introductory)

Upper level management courses have long relied on written case studies to provide opportunities for student engagement and integration and application of course information. Many management texts include case studies and several texts are entirely dedicated to case studies. Course instructors assign case studies that require the application of information recently covered in class. Students read and analyze the management cases and propose solutions based on their course learning. Written case studies have worked well in building student understanding and integration of course material and encouraging students to apply their knowledge to business situations.

There is, however, a problem with the written case study format. Actual managers face a variable environment in which their decisions impact current and future events. There is no interactivity or fluidity in written case studies nor any ability for students to assess the impacts of their case solutions. Certainly the instructor provides feedback about case analysis and solutions but written cases as an instructional tool are limited by their static state.

Recently introduced computer simulation software may offer a needed enhancement to written case studies. In these simulation games, problems with customers, products, facilities and finances occur and players make decisions based on available information to resolve them within a simulated business environment. The game problems are similar to those presented in written case studies. The software program, however, creates a fluid environment and decisions made have immediate effects on the situation and on business progress towards assigned goals. These simulation games not only yield benefits similar to written case studies, but also augment student learning by providing a dynamic interactive decision-making environment that more closely approximates professional management reality.

The 'Restaurant Empire' simulation game by Enlight was introduced as the culminating case study in a capstone foodservice management course. Students were provided with a 'Decision Tracking and Analysis' form to use while they played the game. On this form they recorded and explained their decisions. They played the game twice and compared their actions and achievement of assigned goals from both attempts. The efficacy of computer simulation games as an enhancement to written case studies is clearly evident, based both on the students' changes in decisions made and outcomes achieved between the two game attempts, and student comments about integration of course material and perception of their learning through the simulation software experience.

- ✳ **Olsavsky, John**, SUNY College at Fredonia
Lessons Learned in Producing Interactive Spreadsheets to Provide Immediate Feedback for Homework
Wednesday, May 25, 1:15 pm - 2:30 pm Science II-134
Hands-On Demo (Intermediate)

The presenter will demonstrate solutions to problems encountered implementing methods described by Lehman and Herring in designing interactive spreadsheets (i.e., self-correcting) that enable students to obtain immediate feedback on the accuracy of their answers to rule-based accounting problems. Improvements in and refinements of the 'answer-until-correct' approach suggested by Lehman and Herring will be shared. The author discovered these while implementing the spreadsheets in managerial, cost, and intermediate accounting courses. Formatting and design changes to improve student feedback, as well as development techniques to improve the instructor's efficiency in producing spreadsheets for additional homework problems, will be highlighted. The appropriate use of this method in accounting courses will be discussed.

- ✳ **Ortiz, Carlos**, SUNY System Administration
SLN HelpDesk: Tales from Tech Support
Thursday, May 26, 8:15 am - 9:30 am, LH-10
Birds of a Feather (Introductory)

The SLN HelpDesk staff will discuss and provide information about technical support for an online distance learning program. This session is appropriate for faculty, administrators, and instructional designers from colleges developing or already offering fully online and blended courses. It will include information about HelpDesk services, statistics about users, and a review of the SLN applications used by SUNY colleges to manage student and faculty access to their online courses. Time will be allowed for a Q&A discussion session.

- ✳ **Ostrov, Janet**, SUNY Empire State College
Learning Together, Teaching Together: A Virtual Space Presents an Opportunity for Community Learning
Wednesday, May 25, 11:00 am - 11:30 am, LH-10
Papers (Introductory)

Learning Together, Teaching Together explores the creation of a virtual space that enabled faculty to transform knowledge previously and privately held by individual members of an organization into a pool of public knowledge owned by the organization and freely accessible to all its members.

The Center for Distance Learning (CDL) at Empire State College has recently experimented with an online faculty development approach for assessment of student learning. CDL is a learning institution that focuses on learning and teaching at a distance. Few formal structures exist within the college to provide mechanisms to transform private knowledge into community knowledge. The goal of the online Faculty Development Seminar on Assessment was to encourage course instructors to reflect on their practices when evaluating student work, while improving participants' abilities to assess and document student learning. The medium used was a virtual space, in which an asynchronous online discussion database was formed to enable previously isolated online instructors to come together. The discussion, set up to assist in the professional development of faculty members, may have provided a structure to transform and add private knowledge to the public community. The use of an online discussion database also highlighted the social nature of learning. Tacit knowledge and ideas about practices, problems and possible solutions previously owned exclusively by individual members of the institution were made explicit and then shifted into the public domain mediated by the discussion database.

Ostrov, Kemp and Smith will analyze their experience in the context of Empire State College as a learning organization that strives to cultivate virtual communities of practice to share and create knowledge to enhance an ability to serve students. The presenters will demonstrate the online seminar; discuss how and why it was developed; and draw some conclusions about implications for faculty development and community in the online environment.

The Center for Distance Learning, using the SLN template, serves over 4000 students each year through the delivery of web-based courses.

- * **Paine, Frederick**, SUNY College of Agriculture and Technology at Morrisville
Student Entrepreneurship: Extending the Classroom into the Business Community
Tuesday, May 24, 3:00 pm - 3:30 pm, LH-5
Papers (Introductory)

We describe how the Morrisville State College Entrepreneurship Institute (MSCEI) operates as a faculty-mentored, student-run organization providing entrepreneurial education for member students at Morrisville State College. In late 2003, a group of faculty members with extensive experience in industry (>100 years total) recognized an opportunity to integrate educational goals with business needs.

MSCEI was formed to enhance student learning by providing an opportunity for the student to demonstrate their talents for a real business; for pay. This in turn provides local non-profit, charitable, and small to medium sized businesses with affordable solutions allowing them to remain competitive in today's business environment and help students at the same time.

As a rule, we target only those clients who have not yet entered the professional services market, providing them an inexpensive technical bridge to get them up and running quickly. As their needs grow, we migrate these customers to professional service firms to minimize issues of competition. Project revenue funds operations and ensures a sustainable growth model for the institute.

This entrepreneurship experience differs from a traditional internship because in MSCEI, the students themselves manage all aspects of the organization. This includes the overall structure of the business and associated management positions. Other activities the students perform include: project management, client negotiations, project finances, and other processes.

A future goal is to extend this model to our community college partners to involve more students.

Currently we focus on delivering the following products and services: standard marketing websites, database driven websites, E-Commerce websites, and Consulting/Maintenance Services.

To enhance the experience for the student and value to the customer we have developed the following tools: NPV calculator, Cost/ Benefit Analysis, Payback Analysis, Legal/ contracting templates, Web site templates, Project management reporting templates, and Cost/ Time estimation models.

One of the major obstacles we have faced in building the institute is obtaining buy-in from department colleagues, the school of business dean, and senior college administration. Another is time constraints on participating faculty, but these are mitigated by the student run management design.

Our institute goals are specifically aligned with our college strategic plan. For long term success and growth, we must incorporate other schools in the college into institute activities.

- * **Pauszek, Jr., Ruffin**, SUNY Empire State College
Term Preparation Made Simple Using Lotus Notes
Wednesday, May 25, 3:30 pm - 4:00 pm, LH-12
Papers (Introductory)

The Center for Distance Learning program of Empire State College currently offers 674 online course sections a term to over 5,000 full and part-time students, using the SLN/CourseSpace course management system. These figures represent a 168 percent increase since the college joined SLN in the Fall of 1995.

To manage and sustain this growth effectively, CDL has recently implemented changes that improve its term planning and course delivery procedures. We will address one aspect of this system: how automation of the term preparation process using a Lotus Notes database developed by the College's Center for Distance Learning dramatically improves workflow by reducing the number of separate email messages and paper exchanges among area coordinators, instructional design personnel, and other professional and support staff.

We will also demonstrate how the term prep application is used to report and share information to project course and section needs per term, identify faculty recruitment and staffing needs, track SLN template creation and pouring activities, and monitor bookstore supplies of textbooks and other course related materials.

✱ **Pence, Harry**, SUNY College at Oneonta

Is PowerPoint Really Evil?

Thursday, May 26, 11:15 am - 11:45 am, LH-10

Papers (Introductory)

It is difficult to believe that anyone would seriously suggest that a piece of software is evil, but despite this, a recent Google search for the combined terms PowerPoint + evil returned about 160,000 hits. Apparently there are many who seem to feel that PowerPoint is a creation of Satan, and not just because it is a Microsoft program. There are several ways to explain this demonization. It may be that those who denigrate PowerPoint are taking an extreme position only to attract attention and enhance their own reputation. This hardly seems a satisfactory answer, since even prominent experts on the visual presentation of information, like Edward Tufte, claim that PowerPoint is evil. It may be that PowerPoint really is like the proverbial serpent in the Garden of Eden, which has corrupted the lecture process in higher education and transformed hundreds of outstanding, clear academic presentations into incomprehensible rubbish. This view is predicated upon a belief that in some halcyon past all lectures were excellent, and all professors gave lectures that were paragons of pellucid clarity. Such wishful thinking is only appropriate in Lake Woebegone, where it is said that all of our children are above average and, presumably, all teachers are equally outstanding.

It seems more likely, and it will be the position defended in this paper, that PowerPoint is merely the most visible manifestation of the incursion of computer technology into higher education, and thus is being used as a convenient whipping boy to express unhappiness with a transformation that is happening far too rapidly for some of our colleagues. There is no denying that many PowerPoint lectures are badly presented, but there is little evidence to suggest that these same lectures were any better when they were given with blackboard and chalk. Rather than decrying the ills of the new technology, it would seem better to re-examine how to avoid the pitfalls that it does present as well as to highlight the exciting new educational opportunities that it provides. It is also appropriate to recognize that PowerPoint is not a panacea and to question whether is equally appropriate for all educational purposes.

✱ **Phillips, Michael**, SUNY College of Technology at Canton

Pernicious Pitfalls Plaguering Online Education

Thursday, May 26, 9:45 am - 10:15 am, LH-5

Papers (Introductory)

As the number of courses being developed and offered online rapidly increases on campuses across the nation, many novice, online instructors (and some veterans, too) are stumbling into pitfalls that can be avoided. This session will address such issues and offer solutions.

Designing an online course site may not be as easy as one might think -- there are many new factors to consider when making the transition from the onsite to online classroom, and new tricks to learn.

We will address some of the most common mistakes and difficulties experienced by instructors while transitioning to the online realm. These are not listed in any particular order and there are many others not included here. But these, hopefully, will give you a heads up as you design (or re-design) your online course.

1. Poor Course Design (Usability) - The importance of having a course that is well organized and user-friendly cannot be stressed enough. But what may be perfectly logical to me, may not be to my audience.
2. Atmosphere of the Course - It is up to you, as an educator, to create an atmosphere conducive to learning in your course site. Sometimes methods that work very well in a traditional fail miserably when used online.
3. Interaction - We will address methods to manage large classes while maintaining interaction, and what to avoid.
4. Dynamic Site, Dynamic Instructor? - Your site should be alive and kicking, full of energy. You need to be, too. Will discuss the perils of a stagnating course and the absent-minded professor.
5. Audience Expectations - For better or worse, one must be conscious of the expectations of online students. But while addressing these concerns, we must be careful not to let it become all-consuming.
6. Time is on whose side? - Time is a scarce commodity for educators, so efficient use of time is very important when developing and delivering an online course. Ways to save time on development, delivery, maintenance, and student-management will be discussed.

✱ **Pickett, Alexandra M.**, SUNY System Administration
Improve Your Online Course!
Monday, May 23, 6:00 pm - 9:00 pm, Academic A-G02
Workshops (Advanced)

Our best practices and research show that high levels of teaching presence (Anderson, 2001), comprised of effective instructional design and organization, facilitation of productive discourse, and direct instruction, positively and significantly influence the satisfaction and reported learning of online students.

There is also evidence to suggest that a strong sense of community in the classroom helps reduce student feelings of isolation and burnout associated with higher attrition levels in both classroom-based and distance learning. A positive sense of community also promotes the likelihood of student support and information flow, commitment to group goals, cooperation among members and satisfaction with group processes and efforts [e.g. Rovai (2002)].

We believe that there is a relationship between teaching presence and the development of community in online learning environments, and that courses characterized by effective teaching presence are more likely to develop a stronger sense of community on the part of students.

Our goal with this workshop is to provide you, as the instructor of an online course, with the opportunity to assess teaching presence and class community in your online course, reflect on and evaluate your course and online teaching and learning experiences, and brainstorm revisions that will improve the teaching presence and sense of class community in your online course. Participants will answer a series of questions that result in a detailed report to help guide the workshop activities and future online course revisions and enhancements. This workshop will consist of practical activities, information presentation, resources, and discussion.

✱ **Pickett, Alexandra M.**, SUNY System Administration
MID Roundtable: 3rd annual MID Continuous Improvement Meeting
Tuesday, May 24, 8:30 am - 11:30 am, Academic A-G02
Workshops (Advanced)

This meeting serves as one of the contact points for SUNY Learning Network (SLN) campus Multimedia Instructional Designers (MIDs) throughout the year. Discussions will cover a variety of administrative, technical, and pedagogical issues directly applicable to the work of the MIDs. Attendance by all campus MIDs is encouraged and expected. This year this event is expanded to include CourseSpace MIDs. This event will be

a closed-door meeting for SUNY Learning Network/CourseSpace staff and Campus Multimedia Instructional Designers (MIDs) who work with the SUNY Learning Network or CourseSpace.

✱ **Pilato, Connie**, Jamestown Community College

Rubrics in the Curriculum

Wednesday, May 25, 2:45 pm - 3:15 pm, LH-5

Papers (Introductory)

What's all the fuss about rubrics? What are they and why should we use them? These questions are commonly heard in academic settings. The purpose of a rubric is to provide consistent, measurable assessment for the student's work. I will introduce faculty to the use of rubrics, while dispelling some of the myths and/or misconceptions regarding them. Those not currently using rubrics for the assessment of student work often see them as an arcane and labor-intensive task, but they are actually useful and save time. I plan to demonstrate the wide range of resources available to those who wish to create and use rubrics. We will discuss best practices in rubric design, including demonstrations of what works and why. We will be examining various resources available on the web and discussing the merits of those websites. Faculty members will build rubrics that they can take back to their classroom(s). An additional benefit is faculty will be introduced to one facet of assessment methodology via a relatively painless experience.

✱ **Piorkowski, Robert**, SUNY System Administration

SLN 102: Best Practices in Online Teaching and Learning

Monday, May 23, 1:00 pm - 4:00 pm, Science II-134

Workshops (Introductory)

Have you ever wondered what taking an online course was like? Are you interested in best practices in online teaching and learning? Have you ever thought about designing your own online course? Come take this workshop! We will put you in an online course to get first hand experience with online discussion, and then show you how SLN courses are created. This workshop will address and discuss best practices in online teaching and learning by giving you the opportunity to enter and interact in an online course. We will discuss and examine the lessons learned, best practices, and results of SLN research on these topics as well as your own perspectives on what constitutes good practice in the new online teaching and learning environment. We will conclude by taking you through the course creation process in the SLN Course Management System, and have you apply some of the techniques you have learned.

You should come away from this session with an overview of the factors in good online teaching and learning. You will also have an opportunity to explore how to take advantage of the options and surmount the limitations of the online teaching and learning environment. Ultimately, with an understanding of what it is like to be in an online course as a student you will be better prepared to create your own online learning course/activities that reflect good practices and that engender high levels of faculty satisfaction and student satisfaction, motivation, and achievement.

✱ **Pirinelli, Lisa**, Niagara County Community College

Is Your Glass 1/2 Full? Enhance Your Teaching with MERLOT

Wednesday, May 25, 4:15 pm - 5:30 pm, Science II-134

Hands-On Demo (Introductory)

This presenter will provide a hands-on introduction to the Multimedia Educational Resource for Learning and Online Teaching Learning Objects Repository. MERLOT is a free and open resource created for faculty and students in higher education. The resources in MERLOT include: links to thousands of discipline specific learning materials sample assignments, which show how the materials could be used in the classroom evaluations of the learning materials by other individual users and panels of faculty links to people with common interests in a discipline and in teaching and learning. You will leave this workshop with materials and

information about integrating these discipline specific, peer-reviewed online tools into your teaching to enhance teaching and learning in your classroom-based or online courses.

- ✳ **Pirinelli, Lisa**, Niagara County Community College
Why and How to be a MERLOT Peer Reviewer
Thursday, May 26, 9:00 am - 9:30 am, LH-2
Papers (Introductory)

MERLOT conducts structured peer reviews of online learning materials. The primary purpose of these reviews is to allow faculty from any institution of higher education to decide if the online teaching-learning materials they are examining will work in their course(s). The emphasis on the user's perspective is the reason MERLOT peer reviews are performed by users of instructional technology, and not necessarily authors of instructional technology.

The MERLOT peer review process for evaluating learning materials follows the model of peer review of scholarship. For example, each resource submitted to a discipline subject area that is covered by an editorial board in MERLOT is initially examined to determine its priority for being reviewed. This process is called triage and it is meant to ensure that the highest quality materials are reviewed first. A resource is then selected for review based on the triage values it gets.

Once reviewers get assigned to a resource, it appears in MERLOT as under review. Each MERLOT peer review is conducted by at least two higher education faculty members who, from their individual reviews, compose a composite review that is posted to the MERLOT website. A resource remains under review until the peer review is posted publicly on the MERLOT website. Currently fourteen editorial boards conduct peer reviews.

Peer Reviews are performed by evaluation standards that divide the review into three dimensions: Quality of Content, Potential Effectiveness as a Teaching Tool, and Ease of Use. Each of these dimensions is evaluated separately. In addition to the written reviews there is a rating for each of the three dimensions (1-5 stars). A review must average three stars to be posted to the MERLOT site.

Reviewing MERLOT resources as a peer reviewer is professional service equivalent to reviewing papers for a juried publication, and MERLOT peer reviewers typically can expect equivalent recognition towards promotion, tenure, and service to their academic discipline.

- ✳ **Pirone, Joseph**, Rockland Community College
Apple Tiger I Chat AV and Ethnic /Religious Conflict Resolution: Peace Studies on the Internet
Wednesday, May 25, 5:00 pm - 5:30 pm, LH-12
Papers (Introductory)

Ethnic and religious conflicts and the misunderstandings and deep emotional hurts that undergird them are all too often our zeitgeist. Over the years I have noted, especially in my honors students, an unusually strong desire to confront these issues in a human way on a person-to-person and group-to-group level. Howard Rheingold and Derek Powazek have spoken to this issue, but it is the facile new Tiger software that makes such student-to-student interaction possible across the planet.

The students themselves will share commentary on the richness and effectiveness of the experience. Those taking the workshop should email the professor for instructions on how to interact and collaborate with the course in weeks prior to the workshop.

- ✳ **Pitarresi, James**, Binghamton University
Using a Tablet PC and Video Capture Software to Enhance Student Learning
Wednesday, May 25, 3:30 pm - 4:00 pm LH-7
Papers (Advanced)

A challenge for many instructors is to provide students with opportunities to develop critical thinking and problem solving skills while simultaneously covering the course syllabus. Often, these critical problem solving and thinking skills are best learned using 'real' examples combined with active student-instructor feedback. Regrettably, such exercises can be time consuming, and given the pressure of completing the syllabus, they are often minimized or eliminated from the course altogether. The end result is that the students are often getting little exposure to critical skills that employers want to see in today's highly competitive marketplace. A potential solution to this problem is to deliver some course content outside of the classroom via web-based playable-on-demand videos. This would allow 'extra' time in the classroom for more student-instructor interaction and examples of critical thinking and problem solving exercises involving ill-defined and open-ended problems. How can this be done without having to learn new and often complex software packages? One answer has been through the use of a Tablet PC coupled with a screen capture software package.

Through the use of a Tablet PC and a suitable screen capture program, selected sub-topics from the syllabus have been moved out of the classroom, thereby opening small 'windows' of time that can be used for more dynamic content, such as active learning activities and interactive problem solving sessions. The video mini-lectures (typically twenty minutes in length although some are shorter or longer) are assigned as homework and are available on-demand via the course web site. This approach has been successfully used by the author with two second-year engineering courses. The Tablet PC provides for simple, natural hand written input of both equations and sketches (which are typically very difficult to do using standard presentation packages), thereby making lecture preparation simple and straightforward. The screen capture software makes the creation of the video, complete with narration, easy. This approach has allowed for increased in-class 'quality time' for developing critical problem solving and thinking skills while simultaneously providing on-demand videos of various sub-topics from the syllabus. Student feedback has been positive and early indications are that the students are rapidly developing critical thinking and problem solving skills.

- ✳ **Prentice, James**, Impatica, Inc.
Impatica and Syracuse University Join Forces in Distance Learning
Wednesday, May 25, 11:00 am - 11:30 am, LH-7
Vendor Presentation (Introductory)

This session will provide attendees with an in-depth look into how the School of Information Studies at Syracuse University uses Impatica for PowerPoint to create engaging, pedagogically-sound online course material, with the goal of ensuring the development of equal standards across distance learning and campus-based programs.

The School of Information Studies at Syracuse University offers many instructional resources to faculty in the course development process. Participants will see how the use of Impatica for PowerPoint enhances course content. The goal is to ensure the same standards of teaching and learning for both distance learning and campus-based programs.

This product enables self-sufficiency and requires minimal support to create engaging, pedagogically-sound, and flexible online content. Faculty are introduced to the idea of adding different learning modalities to online classes (audio lectures, text-based lectures, notes, tutorials), which bridges the gap between campus-based courses and those administered through the distance learning program.

We will show that there are two major outcomes when implementing the use of Impatica for PowerPoint in the course development process. First, Impatica enables a University to guarantee endorsement of the equal standards across both campus-based and distance learning programs, as mandated by New York State

accreditation. Second, it also provides a non-linear approach to teaching and learning with the creation of multiple learning modalities:

- Distance Learning and Campus-Based Courses: the learner can view course content in many different formats
- Improvement of teaching techniques: archived multimedia presentations allow for faculty to critique the teaching styles and methods of both themselves and their colleagues.

Impatica for PowerPoint is an easy-to-use desktop application that enables the online delivery of narrated, animated, and media-rich PowerPoint presentations. Employed by over 1500 educational institutions, Impatica for PowerPoint compresses PowerPoint presentations (typically 80-95%) for delivery through any course management system (WebCT, Blackboard, eCollege, etc.) or standard web servers, over internet connection speeds as low as a 28.8kbps dial-up modem. Additionally, students do not require special plug-ins, viewing software, or a specific operating system to access the multimedia presentations: course content is streamed to any standard Web browser, on any operating system or Java-enabled device. Impatica for PowerPoint is available for both PC and Mac OS X operating systems.

The presentation will conclude with examples of narrated, animated presentations developed by faculty and easily integrated into existing online and campus-based courses within an LMS.

For more information visit: www.impatica.com.

- * **Prusch, John**, SUNY System Administration/SUNY Systems Administration
SLN MID Show and Tell: Strategies for Teaching Online that Work!
Wednesday, May 25, 10:15 am - 11:30 am, LH-3
Panels (Intermediate)

This presentation is for faculty teaching online who are looking to improve, enhance, or facilitate achieving their instructional objectives with tools and best practices. Is there an easier way to teach concepts for math and science online faculty and students or to edit papers in English, ESL or any foreign language? What are the best practices and lessons learned from SLN faculty? Come learn about an online shareware grade book and an online software to survey students for course evaluations. You will get a taste of MERLOT, the multimedia educational resource for learning and online teaching, where SUNY faculty can browse and contribute to a growing collection of discipline-specific online learning materials, simulations, learning objects, games, assignments, and reviews, and use them to enhance their online course and instruction. The purpose of this session is to showcase the latest technology and best practices for improving your online course. The presenters will demonstrate a wide variety of virtual classroom tools, animations, web sites, and unique programs, and examples that apply across many disciplines: arts and sciences, the humanities, and specialized fields of study. You will leave this demonstration inspired by all the innovative ways you can enrich your online course and also be equipped with the necessary information to make it happen. SLN experienced faculty are encouraged to attend!

- * **Rezabek, Randy**, Monroe Community College
Hybrids: The Best of Both Worlds or the Worst?
Wednesday, May 25, 2:45 pm - 4:00 pm LH-3
Birds of a Feather (Introductory)

Hybrid courses can offer the 'best of both worlds' by integrating online and face-to-face instruction or the 'worst of both worlds' if they are not developed and delivered properly. Monroe Community College started offering hybrid courses in Fall 2003 in an effort to expand access to students and enhance the learning environment. Many campuses are now looking at this delivery option. To facilitate the discussion, we will start with an overview of our program, including a brief history, the hybrid proposal process, faculty training and course development, marketing and delivery. Participants will then have the opportunity to share experiences, strategies, pitfalls and recommendations that their campuses have experienced and all of this information will

be captured and made available to participants. This session will benefit anyone who is interested in or currently offering hybrid courses at their campus.

- ✱ **Romero, Rafael**, SUNY Institute of Technology at Utica/Rome
Collaborative Learning through the Internet: University-Community Workgroups
Wednesday, May 25, 10:15 am - 10:45 am, LH-13
Papers (Introductory)

A common complaint from some students in many predominantly lecture-based classes is that they do not have enough opportunities to exchange information, ideas, and experiences with individuals in the field, in actual job environments. Despite availability and disposition of leaders and experts to share their experiences and knowledge in particular fields, it is often difficult and expensive to bring them to campus to speak directly with students. There is a possible solution to this situation. It is possible to form collaborative groups between community and university with the purpose of exchanging information, ideas, and perspectives that enrich students' learning experiences and create feelings of satisfaction and collaboration among leaders and experts in the community. The proposed solution to this situation consists of integrating a multimedia, online, distance learning approach to establish communication and collaboration between students in the classroom and leaders and experts in the field. The approach includes regular online communication tools such as electronic mail, video conferencing, and bulletin boards.

- ✱ **Rowezak, Amal**, SUNY College of Technology at Alfred
Creative Use of Technology in On-line Education
Wednesday, May 25, 2:00 pm - 2:30 pm, LH-3
Papers (Introductory)

Online learning is a cross disciplinary effort, including pedagogy, education, and human computer interaction. Online learning course design should be more than just a technical solution: a web-based e-Learning site containing stylish multimedia and dynamic information bindings can engage users in multiple ways, prompting interaction at cognitive, behavioral, and physiological levels. Such an e-Learning site ensures a successful teaching/learning paradigm, and fosters a student-centered approach. Online Learning course design should promote the flow of information and communication, motivating the learner to become an active participant.

- ✱ **Rushton, Erin**, Binghamton University
Emerging Technologies in the Library
Tuesday, May 24, 6:30 pm - 9:00 pm
Posters (Introductory)

Over the last few years, the Binghamton University Libraries have implemented many new services that use emerging technology to enhance learning for students. The new services include:

- **Chat Reference:** Librarians at Binghamton University now offer chat reference services using the software Docutek VRLplus. Chat reference allows students to ask reference questions from any computer in real time. It is particularly useful to students who are off campus or are uncomfortable approaching a librarian in person. The software's 'page pushing' technology allows librarians to guide students to helpful websites and online resources.
- **Blog:** The libraries use blogs to communicate library news, announcements, recent book acquisitions and subject specific information. Students and faculty can subscribe to the blogs RSS feed so that they are alerted in their RSS readers, desktop or handheld application when new information is posted on the site.
- **Course Management Systems:** The library has been exploring new ways of integrating library material and content into Blackboard (the university's Course Management System). For example, during the spring

semester, the science library started a pilot project that involved loading course reserve material into Blackboard.

- Smart Class Rooms: The Bartle and Science library instruction labs are equipped with SMART boards. SMART boards are interactive whiteboards that allow instructors to press on large, touch-sensitive surface to access and control any application. The Smart Classrooms make presentations more interesting and interactive to students.

This poster session will showcase these and other new services by combining a traditional poster with live demonstrations.

✳ **Ryan Mann, Duncan**, SUNY Empire State College
Web-Supported Courses: Student and Instructor Goals and Perceptions
Thursday, May 26, 10:30 am - 11:00 am, LH-5
Papers (Introductory)

This paper examines the perceived benefits and challenges associated with using web-based activities to support residency-based courses. This work investigates the range of ways in which instructors use web-based activities and the goals they have for these activities. The paper also considers student views regarding the value and complications of adding web-support to a residency-based structure. The paper contrasts the residency-web hybrid approach with purely web-based study, traditional classroom environments, and web-based support for traditional classroom environments. Data was collected through student and instructor surveys.

The student survey investigated the following:

1. the perceived benefits of adding an online component to a course with a residency-based model.
2. student experiences when taking studies that have an online component.
3. problems students have encountered while taking the studies that have an online component.
4. feedback for future improvement.

The instructor survey investigated the following:

1. how instructors are currently using and integrating web components into their courses e.g. for what purpose.
2. types of learning activities e.g. how a learning community is structured.
3. the perceived benefits of integrating the online component into a residency-based model.
4. problems instructors and students have encountered while taking the web-enhanced courses.
5. feedback for future improvement.

✳ **Salvage, Tracy**, State University at Albany
Pieces of the Puzzle: Programming, Management, and Marketing Strategies for FDCs
Wednesday, May 25, 1:15 pm - 1:45 pm, LH-4
Papers (Introductory)

It is an exciting, yet challenging, time for Faculty Development Centers. A Faculty Development Center (or Teaching and Learning Center) must fit into the particular university environment which it serves, yet it has the potential to influence the teaching and learning culture. This paper examines a variety of approaches to programming, as well as management and marketing activities, to help you promote your center's particular educational goals.

The methodology is a literature review of the field. The paper explores various approaches and helpful guidelines created by faculty development center leaders and researchers. This sampling of the field provides ideas for either improving an existing center or developing a new one. A bibliography will be provided.

- ✱ **Savola, Lasse**, Fashion Institute of Technology
Delivering Visual Mathematics Online
Tuesday, May 24, 2:15 pm - 2:45 pm LH-8
Papers (Introductory)

MA 242, Geometry and the Art of Design, has been taught at the Fashion Institute of Technology in New York City for eight years. In the past year a new online version of the course was offered. I would like to present an overview of the online version of the course as well as a sampling of the projects submitted by students.

The central idea of MA 242 is pattern. After breaking the ice and making sure they feel comfortable with the technology, the instructor introduces the students to many kinds of tilings, followed by symmetric patterns in 0, 1 and 2 dimensions. Next, M.C. Escher's art is analyzed for its mathematical content and artistic genius. The course ends with a classical topic, golden ratio. In addition to mathematical assignments for each topic, the students turn in individual and group projects digitally using Photoshop Elements or other suitable software. Applications to art, design, and architecture are discussed extensively. Cultural symbols from around the world are also examined.

The majority of the students are comfortable with some image manipulation software prior to enrolling in MA 242 as they have used computers for their design classes. They are often talented in the field of design and eager to try their hand at completing the mathematical projects of this course. Some of the projects are authentic design tasks such as web or logo design. All of them involve the mathematical concepts learned in the course.

- ✱ **Schichler, Teresa**, Monroe Community College
Homeland Security Online: Using SUNY CourseSpace to Deliver Law, Fire, and EMS Training Nationwide
Wednesday, May 25, 4:15 pm - 4:45 pm LH-7
Papers (Introductory)

Homeland Security is no longer solely law enforcement's responsibility, but necessitates a collaborative effort among citizens, corporations, and the government.

In an effort to support this necessary cause, Monroe Community College established the Homeland Security Management Institute in 2003.

The Homeland Security Management Institute (HSMI) has embarked on a national outreach program to deliver hybrid training to the members of law, fire, and emergency medical services (EMS). This training involves hands on and online classroom formats. The distance learning platform being used for the online portion is SUNY CourseSpace.

HSMI will demonstrate an example of the use of CourseSpace to deliver this knowledge based information to the population of first responders and concerned citizens.

- ✱ **Schoeler, Mary**, SUNY College at Oswego
Implementation of a New WYSIWIG Tool for Maintenance of Personal Web Pages
Wednesday, May 25, 2:45 pm - 3:15 pm LH-4
Papers (Introductory)

Beginning with the Spring 2005 semester, SUNY Oswego implemented a new product for faculty, staff, and students to use to maintain their personal web pages. Following our selection of OmniUpdate Campus (OUCampus) as the content management system for our web redesign project in 2003-2004, we investigated and licensed the OmniUpdate Educate (OUEducate) product for web-based WYSIWIG maintenance of personal pages.

OUEducate differs from OUCampus in that there is no staging server involved. That confers two major advantages for personal pages: 1) individual users continue to own their web pages and 2) the pages are published immediately to the World Wide Web as soon as they've been saved. The fact that users maintain ownership means that they can use any other product to edit their pages and still return and use the OUEducate system without conflict.

We began in Fall 2004 by installing the software on our own servers and running a pilot project with selected faculty/staff. Over winter break we enabled LDAP authentication and started automatically creating OUEducate accounts for faculty/staff when their campus email/web account is created. We also retroactively created OUEducate accounts for all existing faculty/staff campus accounts. Following introduction of the new software, training and assistance were provided. The product has been enthusiastically received by campus faculty/staff, and we intend to make this product available to the entire student population. We will discuss issues involved in the implementation of OUEducate and how those issues were dealt with.

✧ **Schott, Judy**, WebCT, Inc.

Accessing Student Readiness for Online Classes at Westchester Community College

Wednesday, May 25, 5:00 pm - 5:30 pm, LH-13

Vendor Presentation (Introductory)

This session describes how Westchester Community College's Distance Learning Department leverages WebCT's e-learning platform to help meet institutional objectives by helping to drive adoption, growth, and eventual institutionalization of online courses. We will explore WebCT Campus Edition as an effective tool to support a variety of department functions that promote e-learning, such as an online orientation, student surveys, student evaluations and a faculty lounge.

The focus of the discussion will be on our first project, the online orientation. The online orientation has played a key role in assessing student readiness for online learning and helping to ease the transition for students who have never taken an online course [David might want to provide a better description]. We will chronicle the evolution of the online orientation, from its original conception to its current use, and then to its future plans. The presentation will conclude with a discussion on the current features and the future direction of WebCT in supporting these administrative tasks and helping schools to use their course management system as an institutional tool beyond the single course environment. The session will focus on WebCT, but the underlining principle and lessons can be applied to any course management systems.

✧ **Shaffer, Barbara**, SUNY College at Oswego

Collaboration in Online Teaching: The Value of a Library Presence In Your Course

Wednesday, May 25, 4:15 pm - 5:30 pm, LH-2

Panels (Introductory)

The recent explosion of online teaching has brought unique challenges for faculty and librarians as they strive to provide access to necessary resources and services for their distance learners. These challenges are increased by the desire to provide the same level of library services to distance learners as to their on-campus counterparts. In response, many libraries are increasing electronic resources and developing special services, including library instruction.

To address this need for library instruction, two panelists in this session (one a librarian, the other an education professor) collaborated to integrate advanced research instruction into an SLN online course: Action Research. To assess this initiative, a study was done on the impact of this instruction on students' learning and satisfaction. An overview of this collaboration and a report on the study will be shared, demonstrating the importance of the library instruction module to students' satisfaction and proficiency in research.

Librarians at SUNY Oswego have also been busy developing their goals for ongoing integration of library resources and services into online and other web-supported courses, including SLN, CourseSpace, and hybrid courses. In light of the results of the above research study, such a project is critical to the future relevance of

library instruction. This panel presentation will continue with a look at current practice regarding web-supported courses, and a sharing of future plans and ideas. Come to learn about what is happening at Oswego, and to tell us about what you are doing on your campus.

✱ **Shaw, Julia**, SUNY Empire State College

Self-Awareness: An Assessment Goal?

Wednesday, May 25, 10:15 am - 10:45 am, LH-10

Papers (Intermediate)

Research shows that there can be major changes in self-awareness of students during the ages of the college years (Shaw, 2002). About 40% of undergraduate students, age 19 to 24, who participated in a study on reflective-processing showed surprise at the degree to which their own ways of thinking were reflected in the themes they generated about a story, and surprise is a sign of deep understanding (Kagan, 2004). Because the surprise (and the associated insight) was the result of having been tested with a particular reflective-process instrument (Tree of Meaning (patented)), these students might not have become as self-aware had they not taken the test. So, even though they were developmentally ready, without this experience they would not have learned how much their own thinking influenced their view of the 'outside' world. The presenter shares the four-step process for enabling students to gain insight into their own behavior. Teachers of undergraduate students who understand the process can help their students to gain one of the most important lessons from a college education: awareness of how their perspective distorts their perceptions.

The four steps in self-reflection resemble four transformations required for an object to return to its position in space. My hypothesis is that students with the least self-awareness will be most influenced by virtual reality; whereas students with a high degree of self-awareness would have more control over the influence of a virtual reality setting. Suggestions will be presented for assessing the levels of self-awareness in an online course.

✱ **Sher, David**, Nassau Community College

Academic Web Languages Using XML

Tuesday, May 24, 8:30 am - 11:30 am, Science II-134

Workshops (Intermediate)

XML stands for eXtensible Markup Language. Namely, it is a language for creating web languages. The resulting languages display on common web browsers like Internet Explorer and Netscape. For example, figure 1 contains a simple website that displays an applet. Figure 2 shows the complexity of the HTML translation of this simple site.

Well designed XML languages are easy to use. The 2003 version of word edits XML structures directly. Our workshop will demonstrate several XML languages for academic web site design such as a data display language and a XML language for bibliographies and resumes. We will work together to design simple websites using language definition files developed by the author.

The author will distribute disks with the translation files and examples to the participants. The participants will be able to create their own websites quickly and conveniently with XML. Participants should bring some data sets they may want to display or bibliographic references they would like to display on the web.

✱ **Skawinski, Edward**, State University at Albany

Build Better Web Pages, Part One: XHTML

Monday, May 23, 1:00 pm - 4:00 pm, Academic A-G04

Workshops (Introductory)

XHTML is the latest recommendation for web publishing by the W3C (World Wide Web Consortium). It encourages the separation of content and structure from presentation. This session will explain the concepts and conventions of XHTML, outline the differences between XHTML and HTML 4.0 and discuss the practical

benefits of XHTML. Learners will convert web pages from HTML to XHTML in this hands-on session. Accessibility will be an important consideration throughout the workshop.

This workshop can be taken alone, or in conjunction with Part Two, which will cover Cascading Style Sheets (CSS).

- * **Skawinski, Edward**, State University at Albany
Build Better Web Pages, Part Two: Cascading Style Sheets (CSS)
Monday, May 23, 6:00 pm - 9:00 pm, Academic A-G04
Workshops (Introductory)

Cascading Style Sheets (CSS) define how different HTML elements, such as headers, text and links, appear in the browser or in other media. The aspects and conventions of CSS will be explained and demonstrated. This hands-on session will guide learners as they create styles to define the layout and format of an existing HTML document. Participants will edit their style sheets and view the results in the browser. Tips on how to make your CSS files efficient and clean will be shared. We will also create a print style sheet, to optimize the HTML page for print output.

This workshop can be taken alone, or in conjunction with Part One, which will cover XHTML.

- * **Smith, Glenn**, Stony Brook University
Why is Attrition in Math e-Learning Higher?
Wednesday, May 25, 11:00 am - 11:30 am, LH-5
Papers (Intermediate)

Qualitative studies indicate that mathematics does not work well in e-learning. The current study used quantitative methods to investigate more objectively the extent of problems with math in e-learning. The authors used student attrition as a simple measure of student satisfaction and course viability in two studies, one investigating attrition in e-learning and a second comparison study of attrition in face-to-face courses. In e-learning, attrition was significantly higher, at the 0.0001 level, for math courses (0.309) versus non-math (0.177). For face-to-face courses, attrition rates for math versus non-math courses were nearly equal. The authors suggest reasons for high student attrition in math e-learning.

Student attrition rates are higher in e-learning courses than in traditional face-to-face courses (Thompson, 1997; Phipps & Merisotis, 1999; Smith, Ferguson, & Caris, 2002). However there is little, if any, research looking at attrition rates in e-learning courses by discipline.

Online instructors wax poetic over e-learning (Boshier, 1990; Swan, 2001; Smith, Ferguson & Caris, 2002). But markedly missing from the celebration are online math instructors and students (Leventhall, 2004; Smith, Ferguson, 2004; Smith, Ferguson & Gupta, 2004).

The authors conducted a survey of instructors of e-learning courses, about attrition rates e-learning courses offered through the SUNY Learning Network (SLN). From the sample from SLN online courses, the average attrition rate for math-related courses was 0.309, while for non-math-related courses it was 0.177.

For face-to-face courses, the authors obtained data on attrition rates for all face-to-face courses offered in the College of Arts and Sciences at Stony Brook University. For the math-related face-to-face courses, the average attrition rate was 0.0541, while for non-math courses it was 0.0542.

On the basis of previous qualitative studies (Smith, Ferguson, & Gupta, 2004; Smith & Ferguson, 2003; Smith, Grackin, Ferguson & Izubuchi, 2002) and the authors' experiences in an NSF funded project working with a large number of online math courses, we suggest that the problems stem from the following issues:

In the SLN online math courses, there was no direct support for math notation and diagrammatic communication in the e-learning environment they used (Lotus Notes). The current pedagogical model of e-learning, emphasizing totally asynchronous courses and threaded discussions, does not work well for

mathematics courses (Smith & Ferguson, 2004). Certain unique challenges of math make it harder to teach online than other disciplines. These unique challenges include teaching and learning problem-solving (Smith & Ferguson, 2004).

✳ **Souza, Joanne**, Stony Brook University

Integration of Available and New Technologies to Raise Student Understanding and Engagement

Tuesday, May 24, 2:15 pm - 2:45 pm, LH-4

Papers (Introductory)

We will demonstrate our integration of novel uses of available and new technologies. These will include our specifically designed uses of the functionalities offered by the Blackboard system as well as use of a novel digital textbook technology.

Contemporary students are often proficient at the use of computer technology, of course. The first element of our approach takes advantage of student comfort with asynchronous message board technology to mount discussion groups through Blackboard; the size and structure of these groups is designed for strong effectiveness. We use peer mentoring (students asking and answering questions of each other) to enrich student understanding, while also enhancing their written communication, thought clarification and teaching skills. Moreover, this approach gives students access to the multiple points of view and insights held by today's extraordinarily diverse student bodies. Finally, these discussion groups provide real time feedback to faculty about student comprehension and progress.

The second element of our approach uses a specific form of weekly e-quizzes directed at important issues or at areas of confusion revealed by questions in class and/or through discussion groups (above). Our e-quiz format also provides further real time feedback on student comprehension.

The third element of our approach uses novel digital textbook technology, allowing us to generate sophisticated animations, interactive questions and more traditional digital assets such as hyper-linked text and still images. Among many other uses, these assets allow us to react, year to year, to areas that students find especially difficult. The digital text format allows multiple animated and/or videotaped approaches to difficult issues, providing extensive redundancy of coverage from diverse perspectives that is impractical in a formal lecture format. This format allows elite students to enrich their understanding and less gifted students to master what might otherwise elude them.

This model was used in both a large class of ca. 500 students and a small class of ca. 20 students with related but slightly different objectives. In the larger class we were able to simulate the small class advantage of high student engagement and participation. In smaller classes, these assets also allowed students to prepare in advance for intimate in-class discussions and activities increasing the substance and quality of student engagement.

Our approaches can be used in toto or in subsets to enhance student performance and satisfaction in diverse settings. These assets and approaches are also likely to be useful in distance learning situations.

✳ **Spencer, Betty**, SUNY Information Technology Exchange Center (ITEC)

ASC - SUNY Academic Software Contracts

Tuesday, May 24, 6:30 pm - 9:00 pm

Posters (Introductory)

The SUNY Academic Software Contracts (www.asc.suny.edu) session offers information on SUNY academic software licenses. There are two areas of SUNY Academic software licenses:

1. Current Academic Software Initiative (ASI) package program
2. Other Academic Software Licenses

1. The Academic Software Initiative (ASI) program ensures that SUNY is at the forefront in the utilization of software to enhance academic instruction and research of the University.

The following is a brief description of each software program offered at this time. We ask that you carefully consider these offerings and the benefits of participation.

Lotus – Licensing of Lotus Notes and Domino server and client access software; as well as desktop products .

Maple -- Technical computing and analysis software, including interactive calculation and visualization tools and a complete programming environment.

Mathematica - Technical computing and analysis software, including interactive calculation, visualization tools, and a complete programming environment.

Minitab – Technical statistical computation software.

Participation in the above programs provides licensing for all campus-owned and operated machines, as well as faculty, staff and student home use.

ESRI – ESRI Geographic information systems software is widely used across many disciplines . Licensing is provided for all campus-owned and operated machines, as well as faculty and staff use. Student home use is allowed using keyserver software.

Oracle Academic-Only Licensing – If an individual department at a campus wishes to use any of the Oracle database and related products for which SUNY is licensed, only for instructional purposes, the department may receive licensing and support through this program.

Kermit – Kermit is terminal emulation software that was developed by Columbia University. Licensing is provided for all campus-owned and operated machines.

Information on training opportunities for the above software can be found by following the Academic Software Initiative's link on the SUNY Training Center's home page (<http://www.tc.suny.edu>).

Information about campuses participating in the existing package and contacts for requesting the software can be found by following the link to the specific software package from SUNY ITEC's home page (www.itec.suny.edu).

2. Other Academic Software licenses are available for Adobe Impatica, Plato Learning, SkillSoft, SolidWorks, SPSS, Turnitin, and WebCT. Come to our table to receive licensing information on these products.

Academic contract initiatives underway include Angel CMS software, Blackboard, Macromedia, MathCAD and SAS.

The ITEC Academic Support team will be present to answer questions and address concerns regarding the program and/or software.

- * **Stefl-Mabry, Joette**, State University at Albany
Creating and Sustaining Problem-Based Partnerships Among Graduate, Undergraduate, and K-12 Learners
Thursday, May 26, 9:00 am - 9:30 am, LH-4
Papers (Intermediate)

This paper outlines a K-12 college learning partnership that has evolved over the past two years at the University at Albany, SUNY. Two faculty members with the School of Information Science & Policy (SISP), Joette Stefl-Mabry and Jennifer Powers, with administrative support, have integrated problem-based learning (PBL) into graduate and undergraduate curricula to establish partnerships with local K-12 school districts. Dynamic PBL environments link K-12 schools, School Library Media (SLM) graduate students, and

undergraduate students majoring in information science to develop content, delivery, and assessment methods for K-12 and higher education curricula, while at the same time strengthening graduate and undergraduate curricula by incorporating real-world challenges into coursework.

Through this partnership K-12 schools benefit from research-based best practices in educational technology and information science graduate and undergraduate students experience real career situations within educational environments. Over the course of a semester SLM graduate students wrestle with theory and practice in the K-12 curriculum, as undergraduate students develop Web pages based on research theory summarized by their graduate student partners. Stefl-Mabry and Powers collaboratively create and/or adapt instructional methods to meet the educational requirements of graduate and undergraduate curricula as they relate to the specific needs and abilities of their students and the learning needs of K-12 environments. PBL enhances learning and provides new instructional models for SLM graduate students to emulate as educators when they are employed in K-12 communities.

Successful learners in the 21st century must respond to many pressures 'such as the drive to use more multimedia, the need for lifelong learning and the changing labour market'(Segers and Docy 2001, p. 327). To help students prepare for the new working environment 'schools will have to reevaluate not what they teach, but how they empower their students to use information' (Murnane as quoted by Feinberg, 2004, p. 1). K-12 learning environments have proven resistant to change, and the one-size-fit-all industrial age model of education continues to persist. Purposeful change will require a redesign of educational environments 'embedded in contexts that are authentic and offer ample opportunities for social interaction' (Segers and Dochy, 2001, p. 328). If there is to be systemic educational reform, we must rethink how we teach teachers, for teachers will teach as they have been taught (Tyack, 1974).

This paper provides the perspectives of university faculty; graduate, undergraduate, and K-12 students; and university administrators on the evolution and sustenance of a unique PBL partnership.

✱ **Straube, Maryann**, Xerox Corporation
Xerox DocuShare and Flowport Applications
Wednesday, May 25, 2:00 pm - 2:30 pm, LH-12
Vendor Presentation (Introductory)

Web-Based Software for Community Driven Knowledge Sharing: Xerox's DocuShare and FlowPort

DocuShare is powerful web-based document management software that enables users to share documents via the web, collaborate on projects and communicate in a secure environment. Users can exchange text, images, video, documents, sound files without FTP software, browser plug-ins, or HTML skills. The DocuShare system can track from 1 to 999 different versions of a document, freeing users from attempting to coordinate different versions with multiple users. DocuShare is platform and program independent, meaning that users need only a connection to the Internet and can share files in the familiar programs. When a document is added to the web, every piece of text on the page is indexed for searching purposes, creating a powerful repository of accessible information. Security for documents can be assigned by document, by directory, by individual or by group.

There are four methods for placing documents into a DocuShare collection:

1. Via web browsers: Using a web browser users add files, calendars, bulletin boards, URL or collections to the web.
2. Via Windows client: The DocuShare Windows' client creates a mapped drive on users' computers. Users can simply double click on the icon and then drag and drop multiple items to the web or drag items from the web to their local computer.
3. Via ODMA software: When the DocuShare client is installed users are given the option of enabling ODMA integration. Once installed, users with applications such as Microsoft Word or PowerPoint can save or open their documents directly to or from the web.

4. Via FlowPort and TCP/IP enabled scanner: FlowPort is an application working in conjunction with a scanner that allows users to scan papers directly to the web without using a computer to be shared via applications such as DocuShare.

Syracuse University Project AdvanceR used both DocuShare and FlowPort to create SU's first paperless office, where hardcopy is stored on the web, thus reducing the need for physical storage space in filing cabinets. Project Advance is also using the software to support over 400 instructors who deliver SU introductory courses throughout the northeastern U.S. to qualified high school students. SU's School of Education is using both software applications to support campus based and online courses. The software allows faculty who are not familiar with the web to use pre-generated coversheets to scan material to the web. It also allows more advanced users access to a highly customizable environment.

- ✳ **Strubel, Gary**, SUNY Empire State College
Folk-LOR: Rethinking the Organization of the Learning Object Repository (LOR)
Thursday, May 26, 8:15 am - 8:45 am, LH-2
Papers (Intermediate)

Over the past two years, Empire State College has encouraged its faculty and adjuncts to incorporate a variety of multimedia learning objects and activities into their online courses. A team consisting of librarians, instructional designers, and multimedia developers worked with faculty on these course improvements.

The team soon discovered that selecting and integrating multimedia into online courses did not come naturally to faculty who had limited exposure to the pedagogical application of digital media in online learning. Sending faculty to existing media repositories, such as MERLOT and SMETE, for inspiration provided little guidance. As these repositories are focused on reusable content; they are primarily organized by subject matter rather than use. Our need rests not in finding supplemental content, but in identifying innovative uses for existing content in a way transparent to faculty.

In response to this need, the Center for Learning and Technology created a catalog of exemplary learning objects to demonstrate how the media was effectively used in online learning. As an aid to finding these solutions, our catalog is primarily organized by teaching strategy, using subject headings already familiar to faculty. Furthermore, each catalog record provides an example of the media within the context of its use and a brief explanation of how it was developed to meet a particular instructional challenge.

Through searching and browsing the catalog, faculty are likely to become acquainted with the various types of learning objects applicable to their content area. Moreover, the familiar categories and clear descriptions of how the learning objects can be used may help faculty to integrate digital media into online learning. Selected and applied in this way, the learning objects would tend to support and enhance the course content rather than merely supplement it.

We hope that this catalog will serve to instruct and inspire our faculty in making informed decisions when selecting learning objects for their online courses. We are also hoping to use this format as a template for a comprehensive learning object repository for our institution.

- ✳ **Struck, Carl B.**, Suffolk Community College Grant Campus (West)
Creating Simple, Effective Graphics and Animations for PowerPoint Presentations and On-Line Courses
Thursday, May 26, 8:15 am - 9:30 am, Academic A-G04
Hands-On Demo (Intermediate)

Do your students get tired or bored just reading the bulleted points in your PowerPoint presentations? Do you think that your on-line courses would benefit from the use of graphic images (those that you thought you would never be able to create) to enhance your students' understanding of many of the course's topics? Are you artistically challenged? With a little creativity and not much more skill, you can add graphics and animations to your computer presentations to let your students picture what you are trying to teach.

You will see how to get any image that can be seen on a computer monitor and place it into your presentation graphics application or on-line course. The image does not have to be a downloadable graphic. If you can see the image in any software application or on the Internet, you can copy it into Microsoft Paint (which comes with every Microsoft Windows installation), edit it, crop it, or manipulate it almost any way, and place it into your application.

With the enhanced Custom Animation tools in the most recent versions of Microsoft PowerPoint, it is possible to do a lot more than simply make bulleted points appear in a wide variety of different ways. Objects can be moved around the screen, be made to appear and disappear, and be emphasized at a specific moment in your lecture. You can use the Drawing toolbar to create simple images and with some creativity bring those images, or elements around them, to life at the click of a mouse. A number of these simple techniques will be demonstrated.

Handouts listing the step-by-step requirements to implement all the techniques will be provided.

- * **Sugarman, Rob**, Tequipment Inc
Adopting SMART Board Interactive Whiteboard Technology
Tuesday, May 24, 3:45 pm - 4:15 pm, LH-13
Vendor Presentation (Introductory)

Providing the right technology for a dynamic learning environment is essential for educational institutions today. The adoption of technologies by universities and colleges helps educators manage growth, share information and facilitate learning. SMART Technologies interactive whiteboards can complement and maximize an institution's current technology investment. Because the SMART Board is software driven, this technology will never be outdated!

The SMART interactive whiteboard has been incorporated into learning environments for over a decade. The SMART Board is an effective way to interact with digital content and multimedia in a multi-person learning environment. Learning activities with an interactive whiteboard may include the following: manipulating text and images, taking notes in digital ink, saving notes for review via e-mail, the Web or print, viewing websites as a group, demonstrating or using software at the front of a room without being locked behind a computer, creating digital lesson activities with templates and images, showing and writing notes over educational video clips, using presentation tools built into the SMART Board software to enhance learning materials and showcasing student presentations.

The SMART Board affects learning in several ways. It serves to raise the level of student engagement in a classroom, motivate students and promote enthusiasm for learning. SMART interactive whiteboards support many different learning styles and have been successfully employed in learning environments for the hearing and visually impaired. Research also indicated higher levels of student retention, and notes taken on a SMART interactive whiteboard can play a key role in the student review process. In addition to student learning, educators who design lessons around interactive whiteboards can streamline their preparation and be more efficient in their ICT (Information and Communication Technology) integration. Distance learning students have also been positively affected by this outstanding technology.

The SMART Board Interactive Whiteboard is simply the next generation chalkboard. It has proven itself over time to be the most effective teaching tool in the classroom since the computer. Adoption of Interactive Whiteboards as the new focal point in the classroom is inevitable.

- ✳ **Tanner, Jane**, Onondaga Community College
Teaching Faculty How To Teach ... Online!
Thursday, May 26, 11:15 am - 11:45 am, LH-7
Papers (Introductory)

Participants will first be introduced to Onondaga Community College in Syracuse, one of 56 State University of New York colleges who participate in the SUNY Learning Network. Currently SUNY-wide, there are 80 complete online degree and certificate programs; 4,000 online college courses offered annually; 70,000 student enrollments from around the globe; and 2,000 world-class SUNY faculty.

The history of online education at OCC will be explored to explain the new initiative introduced at the beginning of 2004: OCC will offer five degree programs completely online by Spring 2005. In order to achieve this lofty goal faculty will need to support it.

The next part of the presentation will focus on the recruitment of faculty members who would want to offer their traditional classes using a technology new to them. Computer skills varied from someone who didn't know how to 'cut and paste' to people who were wondering how to incorporate videos and PowerPoint presentations into their online courses.

- ✳ **Teres, Michael**, SUNY at Geneseo
Developing SUNY's Visual Resources
Thursday, May 26, 11:15 am - 12:30 pm, LH-12
Birds of a Feather (Introductory)

This is a Birds of a Feather session at 2005 CIT for the SUNY Visual Resources group. We will be discussing working with visual resource materials and ARTstor.

At the 2003 Council of Art Department Chairpersons annual meeting, Dr. Carey Hatch, Assistant Provost, Office of Library and Information Services addressed the art department chairs at the SUNY System Administration Building. The topic was using copyrighted material. Several chairs were concerned with the use of visual imagery photographed from books and used in the classroom. We discussed Slide Library concerns. Carey's comments generated a considerable amount of interest and a second meeting was arranged at the SUNY Training Center at Syracuse on May 19, 2004.

Many of the faculty and IT personnel who are involved with creating and using visual resource materials were invited. Barbara Rockenbach from ARTstor, attended the meeting and demonstrated ARTstor for the group. There was significant interest among the attendees in sharing ideas and using methodology for the creation and cataloging of visual resources. The question about the possibility of a statewide solution to the establishment of digital slide resources was taken quite seriously and has evolved into a monumental solution. Provost Peter Salins arranged to fund the charter fees for ARTstor through out the SUNY colleges. Twenty-seven institutions signed on to use ARTstor.

On October 8, 2004 Steven Zucker and Beth Harris from FIT ran a COCID: Beyond the Slide Library at FIT. It was extremely well attended and underscored the need for pursuing an idea and need whose time had come. Steven and Beth also presented at CIT04 in Stony Brook.

By the CIT05 conference 27 SUNY institutions will have had an opportunity to work with ARTstor for a semester and a Birds of a Feather session will be the perfect place for talking about Visual Resource development at SUNY.

- ✳ **Teres, Michael**, SUNY College at Geneseo
Xerox and SUNY Geneseo an Instructional Partnership
Tuesday, May 24, 6:30 pm - 9:00 pm
Posters (Introductory)

How often does one hear the phrase: 'I would like to see ... or I wish there was a ...' This poster session will trace the development of a brainstorming session between art students and faculty at SUNY Geneseo with the Xerox Corporation. The product of this co-op program with Xerox will produce a guide: 'What Everyone Needs to Know About Digital Color Printing. Tips and Techniques for Anybody Who Prints Digital Color.'

How things should work and how they actually do work can be miles apart. What happens to a student's Photoshop file between the time when the student hits the print button and the time when the print actually emerges from the printer often transports us through the mysterious and sometimes mystical cyber underworld. Occasionally we find our image printing out as a postscript error just a jumble of type characters which bears no resemblance to our photograph. Even when the photograph prints out we may notice that the color on the computer monitor bears very little resemblance to the actual print. In a worst case scenario we may find that the image has disappeared entirely: even after waiting several hours, we see no printout of our photograph emerging from the printer. The route that file goes through is dependant upon the way in which that image is sent to the printer. Occasionally the trip a file takes to the printer may go through many connections, each providing an opportunity for something to happen to the file. Images that print out well on Tuesday may not print out as well on Friday, or at the end of the semester.

In an attempt to satisfy the student printing demands in the art department at SUNY Geneseo for the use of students in Photography One, Photography Two, Photography Directed Study, Computer Art, Graphic Design, and Graphic Production Minor, we started with the loan of a color Xerox printer. The printer will be used to produce the students' final portfolio projects in their digital graphics classes.

The project will allow Xerox to demonstrate their color printers and provide SUNY Geneseo students high end color printers and a variety of media to print on. It would provide an opportunity for Xerox to present information about their printers and archival digital printing techniques.

- ✳ **Trainor, Don**, State University at Buffalo
Using Video in Macromedia Flash
Tuesday, May 24, 8:30 am - 11:30 am, Academic A-G04
Workshops (Intermediate)

Flash MX and Flash MX 2004 allows users to add embedded video to their Flash files for playback on the Web. Participants will learn how to import video files (QuickTime, AVI) using the Video Import wizard, create a customized video player interface (stop/play/rewind buttons, progress bars, sliders, and real-time scrubbers), and load external SWF files.

This intermediate level workshop is ideal for anyone who is interested in working with video in Flash and has had some experience using the Flash interface, creating symbols, and working with instances.

- ✳ **Trenholm, Sven**, Herkimer County Community College
Current Issues in Teaching Mathematics Online
Thursday, May 26, 9:45 am - 11:00 am, LH-2
Birds of a Feather (Intermediate)

As online instruction continues to take a larger share of the range of instructional modalities offered by our institutions of higher education, there is a real need for serious dialogue to take place to maintain and ensure the integrity of our educational process. With this expansion are some considerable and perhaps serious issues

particularly directed at the nature of math instruction and the precise nature of math learning and assessment? This Birds of a Feather session is designed to bring together faculty and professionals to talk about these issues, particularly:

1. To address issues of assessment related to academic dishonesty in online math courses and work to create a series of recommendations for online math instructors to use in all online math courses.
2. To address issues of community development in online math courses and create online math course-specific best practices to help online math instructors develop community in their classes.
3. To create a forum for review and recommendations of current available math-related software and web-based course management and assessment resources.

✳ **Tseng, Chi-Hua Tseng**, State University at Albany
How to Use Free Software, such as MS MovieMaker, to Create a Video Clip
Tuesday, May 24, 3:45 pm - 5:00 pm Academic A-G04
Hands-On Demo (Introductory)

In the past decade, the majority of research in CALL (Computer Assisted Language Learning) has explored the potential of multimedia -- the combination of text, audio, video, graphics, and animations -- as a tool to teach and reinforce second and foreign languages. The use of digital video, especially, has expanded during the past few years. More and more researchers in language education have shown that digital video has become an effective and efficient teaching and learning tool. Even though teachers know the power of using digital video, they have difficulty integrating digital video into their classrooms. The chief impediments are lack of adequate software and technical support. This mini workshop will teach how to use free software -- Microsoft Movie Maker -- to create video clips including picture video and animated video. Topics are demonstrated broadly in program downloading (technology required), video editing (transition and text insert), audio creating, and file compressing. Strengths and weaknesses of this program are also discussed. The presenter will demonstrate how to create a video clip in 10 minutes. Several successful video projects will be shown.

✳ **Van Syckle, Jeff**, Broome Community College
Accommodating Learning Styles in Online Courses
Wednesday, May 25, 4:15 pm - 5:30 pm LH-3
Birds of a Feather (Introductory)

Approaches to learning and preferences for different learning styles vary among the students in your face-to-face classes, so it stands to reason there is going to be similar divergence among your online students. Instructors will need to explore an assortment of methodologies to accommodate students' mixed styles and recognize that certain approaches to learning may lend themselves more readily to the distance learning environment. Like students in face-to-face classes, online students may actually benefit more from developing their lesser used strategies than from depending entirely on familiar tactics.

A brief overview of various learning style models developed for the traditional classroom will be presented and their suitability for application in the online environment will be reflected upon. Next, the workshop will turn to the examination of current research related to the application of learning style theory and practice in online course design and delivery. Finally, we will explore the interplay of instructor teaching style and student learning styles in the online environment and will offer participants the opportunity to discover ways of encouraging the application of a range of learning styles in their online classes.

Presentation Summary:

1. Introduction and icebreaker (10 min.)
2. General Learning Styles Re -visited (15 min)
 - 2a. Including brief interactive exercise
3. Learning Styles in the Online Environment (40 min.)
 - 3a. Including small group exercise
4. Response to presentation/question and answer (10 min.)

- ✳ **VanKirk, Peggy**, Monroe Community College
MCC's Tips & Tricks for Online Faculty
Thursday, May 26, 12:00 pm - 12:30 pm, LH-7
Papers (Intermediate)

Online teaching can be effective if done in a way that incorporates a caring faculty, a supportive technical staff, and a rich training program. Monroe Community College, with its history in the SUNY Learning Network and asynchronous/blended learning, has shown much innovation and support to its faculty who teach online. Ongoing faculty development is critical to the success of any distance learning program. The presenter will outline the comprehensive support services that Monroe Community College and the SUNY Learning Network provide to online faculty, with the focus being on MCC's on-site services -- our 'tips and tricks!'

The SUNY Learning Network provides centralized support services to campuses that participate in the SLN initiative. As components of their comprehensive faculty development process, SLN offers a series of workshops for new faculty and an instructional design institute for returning faculty. These workshops are coordinated by the SUNY Learning Network and the SUNY Training Center.

Monroe Community College is an integral partner in the SUNY Learning Network and has complemented SUNY's services with numerous training opportunities of its own. These services include brown bag sessions during the noon hour, niche trainings, and the latest mini-training sessions entitled 'techno-nuggets.'

MCC's online courses are held to the same high standards and are provided with support equivalent to that given any other course at the college. MCC not only provides assistance to faculty with all technical aspects of course design and development, but also provides continuous training for course development and delivery. MCC's Educational Technology Services division has an excellent Technology Training Program to help faculty keep pace with ever changing technology, reduce frustration and become more productive in their work. This presentation will include examples of the innovative methods MCC utilizes in their successful training program for online faculty. Discussions will include strengths, concerns, best practices and future plans for the college's distance learning program.

- ✳ **Vos, Al**, Binghamton University
Binghamton's First Wireless Classroom: What I Learned from Teaching in the Collaboratory
Wednesday, May 25, 10:15 am - 11:30 am, Collaboratory
Hands-On Demo (Introductory)

When Binghamton University built a new academic building in the mid-90s, one unique classroom--we call it the Collaboratory--was designed with the extensive help of one of my colleagues in English, whose specialty is composition. It was, and is, a high-tech, state-of-the-art, smart classroom, equipped with twenty-five wireless laptops loaded with appropriate software, a data projector, a well-equipped instructor's podium, and flexible seating. Since 1998, I have taught one English literature or composition course in the Collaboratory each year.

In this session, to be held in the Collaboratory itself, I'll discuss the impact of this unique environment on my teaching. My first course in that space constituted a veritable turning point in my teaching, and many of the students testified that it was equally revolutionary in terms of their own learning. Of course we benefited from the technology, but exactly how and why did that Collaboratory play such a pivotal role in my transformation as teacher, and in students' reevaluation of their own learning? What was it about that facility that sparked a revolution in my pedagogy? How do students themselves analyze the function and value of that environment? Has the room lived up to its promise? What are its limits and limitations? I have come to some ironic and surprising realizations, having to do with the impact of some rather low-tech technology, and with my discovery of the importance of creating synergies between form and function, between course design and a technology-rich environment. This will be an informal presentation, with an opportunity to examine the technology and its uses, but it will focus on pedagogy and the instructional process.

- * **Vose, Dave**, Binghamton University
Information Commons: Connect, Discover, Create
Tuesday, May 24, 2:15 pm - 2:45 pm, LH-2
Papers (Introductory)

Emerging technologies affecting higher education are not only taking place within the confines of the classroom. Information Commons have been springing up as collaborative efforts between libraries and computer centers at colleges and universities across the country. These new learning environments combine the rich content resources in the library, the technology and production resources of the computer center, and the expertise of both librarians and computer center staff to create a whole new learning environment and experience for students.

The presenter will explore the philosophy behind ICs and their possibilities and talk about the planning process for an Information Commons here in Binghamton University's Bartle Library Reference area. This new learning environment will reinforce the Libraries' slogan: Connect, Discover, Create, as students connect to networked resources and with fellow students, faculty, TAs, librarians, and IT professionals; discover new (and old!) resources, new paths, new relationships, new expertise; and create new knowledge, new ways of presenting this knowledge, new collaborations, new friendships, new confidence, and new challenges that in turn lead to new connections, new discoveries, and new creations.

- * **Warner, Eugene**, SUNY College at Potsdam
Introduction to VectorWorks, a CAD program for Design
Tuesday, May 24, 8:30 am - 11:30 am, WP S III-G13
Workshops (Introductory)

CAD software has transformed the way designers, architects, and engineers work. VectorWorks is one of the primary new tools widely employed in these fields. This powerful software streamlines traditional processes in developing plans, renderings, and other presentations, and is particularly helpful in the design process with efficient editing operations.

Teaching with New Technology has also been transformed. Higher level design principles can be taught with this technology through sophisticated simulations and, in many instances, through leapfrogs over traditional skill development processes. The demand for CAD instruction in the arts is increasing for this reason and also certainly to prepare our students properly for a future in Design.

This workshop will provide a survey of one CAD program which, in many ways, is similar to others employed in the field. The intention is to help the uninitiated or those wishing to expand their CAD vocabulary to understand the potential applications for New Technology and to build confidence in exploring what may appear to be a formidable learning process with this media. Prior experience in CAD or Design is not necessary to participate.

- * **Warner, Eugene**, SUNY College at Potsdam
CAD in the Design for Stage Classroom; Potential Benefits of Digital Technologies in Learning
Wednesday, May 25, 1:15 am - 1:45 am, LH-10
Papers (Intermediate)

Teaching students the art of Design for the Stage can be greatly enhanced with computer design software. Among the many benefits of such tools are improved access to design media; rapid development of sophisticated models or simulations; simplicity and flexibility of editing; documentation of learning processes; and leapfrogs over time consuming instruction dedicated to skill development in such areas as figure drawing, perspective and rendering.

While various traditional presentation skills must be taught at the beginning levels and are certainly necessary for advanced instruction in design, it often makes better sense to condense skill development, particularly among beginners, and apply time to learning how to think about design. This valuable recovered class time can be utilized to generate a larger variety of design projects and to bring students' simulations to a higher level of completion as well.

Software programs were utilized at all levels of High School and Undergraduate Course instruction in Theatre Arts. Some of the simplifications of traditional techniques will supplement this demonstration of CAD usage for Scenic, Lighting, and Costume Design.

✱ **Wasowski, Matt**, Horizon Wimba

How SUNY Institutions Add a Human Touch to their Online Courses with Horizon Wimba!

Tuesday, May 24, 2:15 pm - 2:45 pm LH-12

Vendor Presentation (Introductory)

Interact with an instructor logged on live from New York City as you learn how Horizon Wimba's virtual classroom and voice tools enable SUNY faculty to interact with students live online in order to add an invaluable human element that most distance courses lack. The presenter will demonstrate how methods of face-to-face communication and interaction can be nearly replicated online by Horizon Wimba's Live Classroom, and will also address how languages can be taught online using a unique suite of voice tools. Those already teaching an online course and wish to create real-time, instructor-student interactions will particularly benefit from this presentation.

✱ **Wiertzema, Abby**, SUNY College at Oswego

E-folios in SUNY Oswego's Teacher Preparation Program

Wednesday, May 25, 1:15 pm - 1:45 pm LH-3

Papers (Introductory)

Three years ago, SUNY Oswego School of Education and Nuventive began working together to assist pre-service education students develop electronic portfolios containing their practica and student teaching work. The presenter will briefly demonstrate of the Nuventive iWebfolio software and show how students are using the software to record their activities and goals.

iWebfolio is a flexible, Web-based personalized portfolio stored securely in a hosted environment. Students can develop their own portfolio or use a template designed for them by their professor. They can have an unlimited number of customized portfolios modified for each individual circumstance. Contents of the portfolio include files completed for class assignments, videos of classroom experience, and any other application that can be contained in a file.

Professors and the School of Education can use the data to support assessment and accreditation. We will demonstrate the use of this in our Methods (Practicum 3) class. We will present three portfolios created by students.

✱ **Wilder, Irene**, Jefferson Community College

Supporting Students through Adaptive Technology on a College Campus

Wednesday, May 25, 1:15 pm - 2:30 pm LH-7

Birds of a Feather (Intermediate)

Providing universal access to technology related resources is becoming an increasing challenge within a college setting. Students of all ages and abilities are enrolling in college and require access to adaptive technology. Jefferson Community College is working with constituents across its campus community in a collaborative effort to insure that the needs of our students are met. A few of the issues include:

- the integration of wireless technology into universal design and access,
- preparing and training students in the technology before they enter the classroom,
- making the technology available to them in periods other than the class itself,
- making the Jefferson web page a point of reference for both prospective and current students to acquire information on the resources available, and
- using the JCC website and Blackboard as a communication tool for both the students and the faculty.

✱ **Williamson, Calvin**, Fashion Institute of Technology

Digital Images and Teaching Mathematics

Tuesday, May 24, 3:00 pm - 3:30 pm, LH-8

Papers (Intermediate)

The software I am designing for this course will be for a module about digital images and the mathematics of computer graphics. In this module students will learn the geometry of digital images, how color channels are stored, and how intensities are described by mathematics. Then using an image explorer the students will be able to see the values of pixels, and relate these values to simple function graphs of the intensities. They will see that images and their colors can be described and manipulated with mathematics familiar to them. In addition they will get a chance to apply some simple mathematical operations to the image and see the results. Finally they will have the opportunity to investigate the math behind some common special effects techniques like pulling blue screen mattes for placing an object from one background against a different one.

Some of these topics can be taught by presenting them within tools like Adobe Photoshop and Illustrator, but a stand alone software tool with a simple user interface is better for presenting these topics to students. That way any student can explore the ideas without having to first try to learn a tool like Photoshop, which may be complicated on first exposure.

I will demonstrate the software and show how it will be used to teach some simple mathematical ideas like functions and lines and how this mathematical application can be directly used in software paint and illustration programs.

✱ **You, Jieun**, State University at Albany

CALL: A Survey of K-12 ESOL Teacher Uses and Preferences

Tuesday, May 24, 2:15 pm - 2:45 pm, LH-13

Papers (Intermediate)

How is Computer Assisted Language Learning (CALL) being used in K-12 classrooms? In late 2003, over eight hundred English to Speakers of Other Languages (ESOL) teaching professionals responded to a New York State-wide technology use survey that posed this and additional questions regarding CALL. Respondents reported what technologies they used, how often, for what purposes, and in what contexts in their ESOL teaching. They also reported their preferences for training in CALL as well as the chief impediments they perceived to using CALL in ESOL contexts. These 2003 data are contrasted with the results of a similar survey conducted six years earlier, a time when excitement and optimism about instructional technology in second language and literacy education was strong and access to telecommunications greatly limited. In the present survey, reporting teachers from the vantage point of increased access to, and experience with technology in their schools and classrooms - especially as regards the now widely available power of telecommunications - appear less exuberant than those reporting six years earlier. Indeed, based on increased access to, and increased experience with computers and the Internet, the leveling off of use and enthusiasm indicated in the current survey, in contrast to that of six years prior, is striking. Nonetheless, current data reveal ESOL professionals in K-12 contexts who use technologies as a matter of course in their daily language and literacy instruction

- 1) have clear preferences in terms of what they use, for what purposes, and how they use it; and
- 2) prefer some modes of professional development over others.

This paper contrasts former and current trends in ESOL professionals' CALL practices with K-12 students. Survey results are discussed as they potentially inform the field of CALL generally, and CALL professional development in particular.

- ✳ **You, Jieun**, State University at Albany
Expert-novice Teacher Mentoring in Language Learning Technology
Thursday, May 26, 8:15 am - 8:45 am, LH-4
Papers (Introductory)

This presentation details the activities and outcomes of the Technology Assisted Language Learning (TALL) Project over a three-year period. The Project's chief aim was the development of pre-service teachers with expertise in effective integration of technology in their teaching of language and literacy to English Language Learners (ELLs). Central to the Project was the mentoring of these pre-service teachers by Project-trained, in-service, technology-using experts in local ELL K-8 classrooms. The pre-service cohort was simultaneously mentored by University doctoral students with specializations in technology and language learning. Project design, processes, and outcomes are presented, and implications for teacher development outlined and discussed.

- ✳ **Youngs-Maher, Pam**, Onondaga Community College
The Starting Gate
Tuesday, May 24, 4:30 pm - 5:00 pm LH-10
Papers (Intermediate)

The effort to make online courses comparable to or as good as face-to-face courses provides an opportunity to make online courses better than face-to-face courses! Regardless of what discipline one teaches, there are skills that learners must have to succeed not only online, but in life. Increasingly, while we are discovering that what learners need to master today for tomorrow's world is constantly changing, there are some foundation skills that we can no longer assume students have when they enter our classes. Active learning, academic honesty, social presence and civility, and teaching skills are valued across the disciplines, and across time. Designing these elements into the start-up of the online course sets an important tone and better utilizes that amorphous time in the virtual classroom as students arrive.

The online environment provides a wonderful opportunity for students to engage in a plethora of learning activities on the web, and in an asynchronous fashion. This presentation will share four cornerstones used by many SUNY faculty in the design of their online courses, with the targeted outcome of producing empowered learners. These cornerstones are:

1. Active Learning, i.e. activities that examine active learning behaviors and instructional strategies that address various learning styles.
2. Intellectual Integrity: tutorials and activities that help students comprehend and apply the principles and ethics of good learning in research, writing, exams.
3. Social presence: one of the biggest barriers as perceived by online students is a sense of isolation; explore activities and designs that build community.
4. Teaching presence: a look at how to collaborate and share this responsibility across the virtual classroom, thereby engaging active learners!