

Roundtable

**Center for
Teaching,
Learning &
Technology**

Fall 2001

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Pleased to Meet You!

Last summer, the Provost took the lead in finalizing the arrangements for a Teaching and Learning Center on our campus. The intention was to aggregate new and existing faculty development elements (such as ACTS) in order to create a strong source of central support. The Center (TLT) provides the University the ability to improve the climate for learning at the university through a variety of paths. We will host campus conversations and workshop sessions on teaching/learning topics such as Active Learning/Writing Across the Curriculum, and more. We provide support for media-rich and technology-enhanced instruction. We will administer the new faculty instructional grants program. In short, TLT is an advocate and supporter of faculty development initiatives across campus. We look forward to working with you—whatever your need.

Grant Program

The Provost has established a faculty instructional grant program. The program will provide support to faculty for developmental activities designed to improve teaching and learning. The Faculty Development Council, listed on page 2, will provide administrative oversight in the development of the guidelines as well as the selection process. Watch for details regarding selection guidelines and timetables.

Professional Communications Initiative

More than 50 faculty met at Pogue Library on Wednesday, October 12 for the first meeting of the Professional Communications Initiative (PCI). This grassroots symposium was the product of faculty concern for bolstering our students' ability to speak and write clearly. This effort has particular significance to the MSU community because effective communication has long been identified as the first "Characteristic" of a Murray State graduate.

In his welcoming remarks, Gary Brockway noted that alumni queried from institutions across the state rank MSU as one of the state's leading institutions for preparing students to both speak and write effectively. In this

The Council for Faculty Development

The Provost has recently established a Faculty Development Council to serve as a forum for broad-based discussions to help provide direction, establish overall goals, and set priorities for faculty development initiatives. The following people have been nominated by their Dean or the Provost to serve on the Council. Please keep them (and us) posted on your faculty development needs and issues.

Assistant Provost (chair) - Tim Todd
Faculty Senate Representative - Terry Strieter
Director of the Office of Sponsored Programs -
Michael Wetherholt
Chair of CISR - Pete Whaley
Director of the Center for Teaching, Learning and
Technology - Linda Miller
Director of the Office of Undergraduate Research and
Scholarly Activities - John Mateja
Director of the Institute for International Studies -
Michael Basile
Representative from Health Sciences and Human
Services - Barbara Kearney
Representative from Business and Public Affairs -
Holly Rudolph
Representative from Humanities and Fine Arts -
Lissa Graham
Representative from Science Engineering Technology -
David Gibson
Representative from Education - Ken Purcell
Representative from Agriculture - Tony Brannon

Students Nominate Great Teachers

TLT has created a website to solicit student nominations for teachers who are particularly effective in the classroom. We have placed an online survey to permit students to nominate good teachers as they are so moved. The survey is on RacerNet. It is permanently located under the Student Services tab, but will occasionally be moved to the Racer Roundup on the RacerNet front page.

Focus on Faculty

Last summer TLT ran several online faculty workshops. In the workshop "Case Studies in Teaching" we asked faculty identify a colleague that they respected for their commitment to teaching excellence.

Peggy Schrock (Art) was mentioned several times in this unofficial polling. We thought you might like to learn more...

Peggy has been a member of Murray State's Art department for the last 12 years. She received her Ph.D from the University of Ill in Urbana/Champaign. We caught up with Peggy as this issue of Roundtable was going to press and asked her a couple of questions.

It has often been said that we teach as we learn. Do you have a teacher or mentor that you particularly admire?

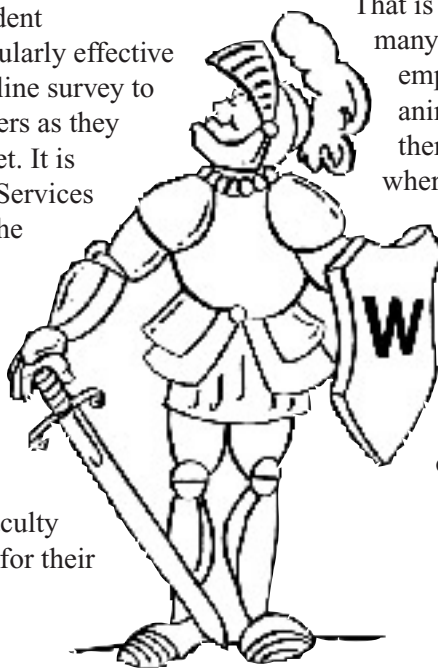
I had a teacher at the University of Missouri, Kansas City who I greatly admired, Geraldine Fowle. She taught Baroque Art with a passion that was obvious to all. She was a little quirky and her joy in talking about art was palpable. I've always hoped I could communicate that love of art, and of the past, to my students.

Are there any teaching techniques that you have found to be particularly effective for your classes?

I suppose one of the more effective methods I've used in the last couple of years is the Discussion Board on the e-study sites for my classes, where students discuss specific assigned articles. It has drawn out the quieter students and been a springboard for in-class wrap-up sessions where we pick up on themes that arose, discuss the discussion itself and summarize our experience.

Do you have some favorite web sites?

That is a tough one since there are so many, but here are a few: <http://www.pbs.org/empires/thegreeks/> is cool, great videos and animations on the ancient Greeks. Then there's the Miller Project at Iowa State where you can download free 3D software and actually walk freely through hundreds of the greatest works of architecture from all over the world: <http://www.vrac.iastate.edu/ArchVR/>. I also really like: <http://www.boondocksnet.com/cartoons/>. It's a great source for 19th Century political cartoons.



In the Press

In our recent poll, we asked faculty to identify topics of professional interest in improving teaching and learning. We'll use this space to review the research in some of the areas you identified.

Using the Pause Procedure to Enhance Lecture Recall

In this study an instructor paused for two minutes on three occasions during each of five lectures: the intervals ranged from 12 to 18 minutes. During the pauses, while students worked in pairs to discuss and rework their notes, no interaction occurred between instructor and students. At the end of each lecture, students were given three minutes to write down everything they could remember from the lecture (free recall); 12 days after the last lecture, the students were also given a 65 item multiple-choice test to measure long-term retention. A control group received the same lectures (using the same anecdotes and visual aids) and was similarly tested.

In two separate courses repeated over two semesters, the results were striking and consistent: Students hearing the lectures while the instructor paused did significantly better on the free recall and the comprehensive test. In fact, the magnitude of the difference in mean scores between the two groups was large enough to make a difference of two letter grades depending upon cutoff points!

The implication of this research is staggering, for it essentially says that if we talk six minutes less, students learn more. Undoubtedly these counterintuitive results stem from two things: 1) the short lectures (12-18 minutes) are consistent with the research that suggests that students' ability to retain information falls off substantially after 10-20 minutes; and 2) by engaging in an activity that reinforces the information presented, student learning should be increased. This study of Ruhl and others clearly suggests that we have an opportunity to include short, active-learning activities into our lectures with no loss to the content learned. Indeed, students seem to learn more from the process.

— Ruhl, K. L., Hughes, C. A., & Schloss, P. J. (1987, Winter). Using the pause procedure to enhance lecture recall. *Teacher Education and Special Education*, 10, 14-18.

Reproduced with permission from The Active Learning Site — Research Summaries at <http://www.active-learning-site.com/sum1.htm>

“The implication of this research is staggering, for it essentially says that if we talk six minutes less, students learn more.”

When Technology Fails...

This fall, the university has experienced a series of technology “issues”. We have had hardware crashes, problems with Blackboard, virus infections, and the state network has been shut down several times. In early October, TLT hosted a faculty roundtable series on the topic “When Technology Fails: Protecting You and Your Students”. Faculty from across campus met to discuss strategies and techniques for those harrowing moments when your work is impacted by system problems of some sort. Tips that emerged from that session have been collected into a resource site at http://campus.murraystate.edu/technical/tech_tips.html

Learn Microsoft Office Online

Want your student workers to be able to use Access more efficiently? Would you like to know more about PowerPoint? The KATE office has extended the InfoSource license for an additional year. This means that Murray State students, faculty and staff have another year of access to ONLINE training for the Microsoft Office suite. Titles include Beginning, Intermediate and Advanced versions of Access, Word, PowerPoint, Access, and Front Page. Office 97 and Office 2000 are both available. These titles may be accessed through the Web or may be placed on CD for you or your students. Call the TLT office at 762-2535 for passwords and information.

Instructional Development

Coordinator

We are pleased to announce that **Heath Keller** has accepted the position of Instructional Development Coordinator. This position was created to support the initiatives of the newly created Center for Teaching, Learning & Technology.

Heath's prior experience with TLT (formerly ACTS), his work with faculty across the university, and his personal teaching experience in the College of Business has provided him a sturdy platform from which to consider the challenges of teaching in the university of today. When asked about the position Heath responded:

I see this position and the office to be an important faculty resource in the ever-evolving field of higher education. I hope to become the point of reference for faculty that need a sounding board, a problem solver, and a catalyst for the enhancement of teaching and learning. As new ideas, philosophies, and strategies develop, it will be my goal to share this information across the university.

TLT hopes to advertise for a staff member to assume Heath's former training responsibilities soon.

Heads Up for Students

This spring TLT will again be managing the Student Technology Presentations as a part of the Teaching with Technology Forum. Last year 33 students representing every college competed for recognition at this event. College Deans selected the undergraduate representatives from their college, and a panel of community leaders selected the overall best presentations from the Finalists. This year's presentations will be held the week of April 23 in conjunction with the student research week. Student projects from fall or spring semesters are eligible.

For campus news and resources, turn to

<http://racernet.murraystate.edu>

Undergraduate Research

The venue for teaching and learning is shifting from the traditional classroom to an environment that combines classroom work with faculty-mentored student research, scholarship and creative work outside the classroom. To support and encourage greater involvement of students in the scholarly, research and creative activities of Murray State faculty, the University, with support from the Howard Hughes Medical Institute, established the Undergraduate Research and Scholarly Activity (URSA) office.

“Working very closely with the faculty, administration, and offices such as the new TLT, and the Honors Program we intend to see that URSA becomes a driving force to help change how students learn across our entire campus and across the state,” **John Mateja**, the new URSA Director stated.

The URSA program has already established a Murray State Advisory Board, with two faculty representatives from each College and the School of Agriculture and a statewide committee with representatives from each of Kentucky's six comprehensive colleges. URSA's first project is *Posters-at-the-Capitol*, a joint initiative among Kentucky's six comprehensive universities, to showcase the research, scholarly and creative activities of undergraduates to the Governor and our legislators in Frankfort.

Faculty and students interested in learning more about the URSA office or becoming involved in URSA-related activities are encouraged to contact John Mateja in Room 20 of the Trio Building.





Under Merlin's Hat

Campus Technology News

Introducing the New CIO

We would like to take this opportunity to extend a warm welcome to Janice Thomasson, the university's new Chief Information Officer. Janice joined the university in July and has agreed to answer some of the questions that she has received since her arrival:

The CIO speaks:

My name is Janice Thomasson, and as your new Chief Information Officer I have been asked many questions on the current and future direction of Information Systems since arriving in July. I consider this a great opportunity to share those questions and the answers with you in this newsletter.

What does a Chief Information Officer do?

Many people have asked me this. At Murray State the CIO leads and facilitates the information technology (IT) activity and planning for the institution. This includes planning and ongoing daily operations related to the network, the mainframe, PC and Macintosh desktops, telecommunications (which includes all our telephone services), application programming for both academic and administrative systems, and, in our environment, oversight of the TLT. My personal commitment to providing faculty, staff, and students with world-class service is an over-arching value within the Information Systems department. It is our pleasure to serve you. Our objective is to allow you to focus on what you do best: providing superb instructional services and learning experiences for our students.

What do you see in our immediate future regarding technology developments?

There is an emphasis on developments in many areas, but four of these stand out. They include focus on web-enabled applications, capacity planning and bandwidth, evolving course management systems, and wireless computing.

Many functions are undoubtedly "web bound," and I am committed to web enabling a number of Murray

State's applications where feasible and cost effective. In the future you should be able to perform much of your work via the Internet, making it easier for you to continue working while away from the campus.

Second, with the increase in network traffic (since the start of the fall semester, we have used 100% of our Internet connection nearly 100% of the time), we must provide the bandwidth you will need to perform your work in a timely manner. In layman's terms, that means assuring that we provide Murray State constituents with a sufficiently "big pipe." In technical terms, it involves moving to Gigabit Ethernet. If this is not attended to in a timely manner, we all notice performance degradation.

Third, we will continue to see an increase in the use of course management systems such as Blackboard. While these systems are becoming easier to use, we must provide a stable and robust environment that faculty can count on. The IS staff is continuously learning more about how to maintain these systems, ensuring their reliability for you. Finally, while wireless computing is coming into its own, we currently have a number of challenges to overcome, including the need for more bandwidth.

You will note that I did not mention several other mission-critical needs which have been requested by Murray State constituents. These include pursuit of data warehousing and mining, voice over IP, authentication, and a substantial list of other projects awaiting major funding. IS appreciates that they must be addressed, and information on these will be forthcoming as local and state developments occur and funding is identified.

Will Information Systems continue to support Macintosh?

Yes.

Reminder from Telecommunications

Dial-up:

The University's dial-up Internet access is for official use only. When the system is accessed from off-campus it ties up an incoming line. We have 80 of these lines for the campus. During normal working hours this is sufficient to serve the University. However, from 7:00 PM to 11:00 PM Sunday–Thursday all of these lines are in use 100% of the time. The effect is to limit the lines available for incoming calls to students. Consequently, MSU dial-up sessions should be kept as brief as possible to avoid having a negative impact on our students. Connections in excess of two hours will generally be terminated.

Calling for Information:

Between 8/2000 and 8/2001, University Faculty and Staff placed 12050 calls to XXX-555-1212 to obtain telephone number information. The cost of these calls was \$5,550. Users can help keep costs down by using Internet sites such as www.anywho.com, people.yahoo.com, or www.switchboard.com. The information via these sources is more accurate than the information received via XXX-555-1212, it is free, and the user has more flexibility.

Cable Modems and Firewall Protection

From our fall 2001 faculty survey we discovered that an increasingly high percentage of MSU faculty subscribe to a cable modem service. Because the nature of these high-speed connections creates a new level of security concern, a discussion about personal firewalls might be helpful.

First, why consider a personal firewall? Primarily because when your computer is online it is vulnerable to intrusions and information theft. Thieves may be able to access anything that you have stored on your computer, including personal information such as your social security number.

This vulnerability exists for any computer that is online through any sort of connection. However, a broadband Internet connection is easier to hack because it is always connected, and frequently has a static IP address. This means that once an intruder finds your computer it is easier to find it again. Most 56k dial-up Internet connections use a new IP address

each time you connect. These dynamic IP's make returning to your to your computer more complicated for intruders. For these reasons, once you have moved to a broadband connection, you need to seriously consider adding a firewall to your personal arsenal of tools to protect yourself.

There are several firewall products available—most for under \$50.00. For ZDNet reviews and more information, see: <http://www.zdnet.com/products/stories/reviews/0,4161,2669359,00.html>

Tammy Talks

Calls to the Help Desk

Visit the Help Desk online. Go to [Racernet](http://www.racernet.com) and click on the Help Desk link.



Q What Email client is best to prevent the “mailbox full” condition?

A If you have access to a PC for your personal use, a POP3 Email client, such as Eudora, is recommended. (It is free, and we can help you install it.) Email messages, attachments, and address books are stored on your PC. The server mailbox is cleared when you check for new mail, making all server space available for new mail messages (if the Incoming Mail option “Leave Mail on Server” is blank).

Webmail is slower. It also takes more of your time to manage. Because Webmail stores all mail messages (including deleted messages in the “Deleted” mail folder), attachments, and address books in your server mailbox space, the amount of space available for new mail messages is limited to what's left over. The default mailbox size of 1500KB may quickly be used up if you keep lots of mail items or file attachments, or you don't delete your “Deleted” mail folder in Webmail.

We recommend Webmail only for checking mail when you are out of town, or at a location other than your personal PC.

For more information: Mailbox Full Explained - <http://amos.murraystate.edu/helpdoc/http/mboxfull.htm>

Tammy Talks (cont. from page 6)

Q What can I do to prevent virus infection on my PC?

A Be cautious of opening file attachments that you receive in Email messages, even when they are from someone you know. If in doubt, don't open them. Use a virus scanner and keep it updated, especially if you use Microsoft Outlook or Outlook Express. The university has a site license for McAfee. Because of the widespread use of Microsoft products, viruses are often targeted to affect them or utilize them to spread across the Internet. Macintosh systems are not infected AS OFTEN as Windows systems are.

The Help Desk recommends installing McAfee VirusScan version 4.0.3 and including the custom install "Download Scan" component. This is not the most recent version, but we recommend it based on first-hand experience with the product, experiences reported by other users, and technician's advice. With the "Download Scan" component enabled, ALL files that you receive with POP3 Email clients, or download from the internet via Web or FTP, will be scanned BEFORE you open them or store them on your PC, regardless of their file extension. Keep your Virus scanner updated on a regular basis. If you want to automate this process, use the VirusScan Scheduler to update Virus Definition (DAT) files every Thursday. DAT files are updated by McAfee every Wednesday. We also recommend that you update your VirusScan "engine" (responsible for virus removal) on a regular basis.

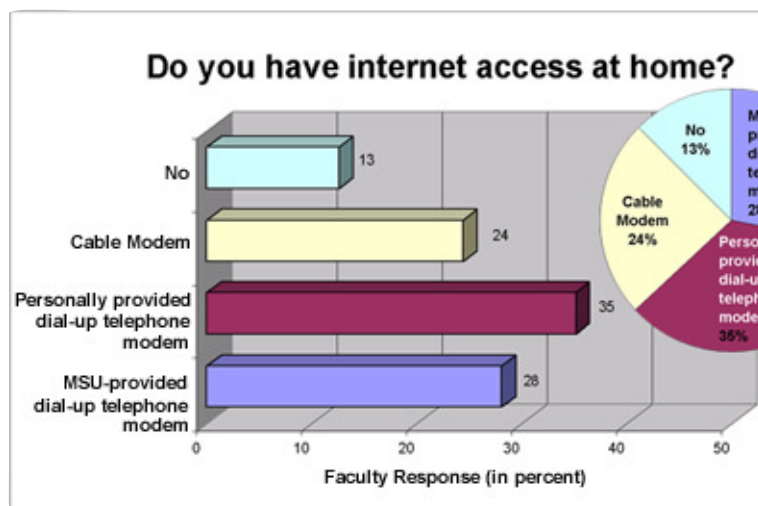
*Thank you for calling the Help Desk!
(Tammy, Brandon, Jason, and Cindy)
762-2346*

Password Tips

from the CIO

As you create passwords:

- Avoid choosing a password that is a common name or word. Do NOT use your children's, spouse's or pet's names, or the name of your favorite city. Hackers use software which can crack any word (English and many other languages) inside of minutes, if not seconds.
- A good technique for selecting a password is to recall a favorite song and then select the first letter of each word in a phrase from that song to serve as your password. For example, if the words from your favorite song are "The Sun Shines Bright On My Old Kentucky Home," your password would be TSSBOMOKH, giving you a rather lengthy password but one which is easy to remember. You might add several "lucky" numbers at the beginning or end for good measure.
- Avoid taping your password under your keyboard (something IS staff members frequently see).
- Never share your password with someone else, because if that person subsequently uses your password (even to do legitimate work), YOU will be responsible.
- Our systems at Murray State prompt you to change your network password every few months to keep your information safe. Your understanding and cooperation in doing this has been commendable, and we thank you.



In a recent survey of MSU faculty, TLT examined various teaching and technology topics. The chart represents 271 responses to the question of home internet access.

Professional Communications... *(cont. from page 1)*

CPE-mandated survey, a high percent of MSU graduates felt that they had been well prepared in these areas (80% in writing, 72% in speaking) — the highest combined percentage in the state. Dr. Brockway congratulated the faculty, noting that it is faculty effort that produces these results. He also noted that an aggregate 76% satisfaction rate leaves plenty of room to grow.

Attendees broke into four cross-disciplinary groups to discuss strategies that ARE working and to identify practical techniques for improvement. Strategies identified in all four groups included:

- peer review
- multiple drafts of papers
- presentation assignments
- student self-critique of videotaped presentations

The PCI is the product of faculty concern for student writing and speaking skills. Leaders in the organizational effort are: Jim Booth, Tom Lough, Bill Foreman, Sandi Flynn, and Tim Todd.

The next meeting of the PCI will be Wednesday, **November 28** at 4:00 in the Mississippi Room, Curris Center.

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