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I N S I D E

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I N F O R M A T I O N

Fall 2000, Vol. 1 No. 1

Back to School with the Tempel Summer Institute

by Abigail Van Slyck, Dayton Associate Professor, Art History and Architectural Studies

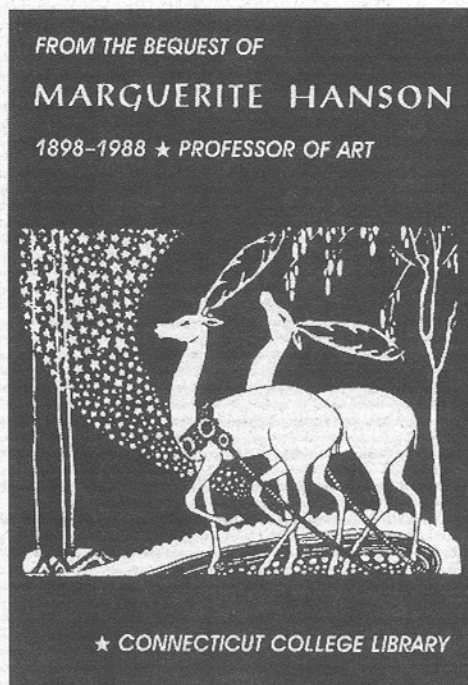
For two weeks in August, ten members of the Connecticut College faculty became students again. We went to class each day and completed homework each night. We found ourselves further down the learning curve than we like to be and called upon our peers to help us master new material. We talked during class and tried the patience of our instructors. And we learned a great deal. In short, we were participants in the Tempel Summer Institute, an intensive workshop run by Information Services that taught us how to deliver course resources via the web.

The student group was a diverse one, including faculty from a wide range of academic departments: Alexis Dudden (History), Reginald Flood (English), Garrett Green (Religious Studies), Edward McKenna (Economics), Michael Reder (English and Center for Teaching and Learning), Richard Schenk (Dance), Page Owen (Botany), Lawrence Vogel (Philosophy), Marc Zimmer (Chemistry), and myself (Art History and Architectural Studies). The instructional team was an even larger group of Information Services staff members coordinated by Chris Penniman, Director of Instructional Technology and comprised of Lori Blados, Mark Braunstein, Marisa Castagno, Mike Friscia, Frank Fulchiero, Kathy Gehring, Beth Hansen, David Lavoie, Laurie Lilienthal, Jim MacDonald, and Minna Popkin.

Everyday we met at 9:00 a.m. in the PC Electronic Classroom on the lower level of Shain Library. During most of the week, instruction continued throughout the morning and, after a brief lunch break, into the early afternoon. The remainder of the day was open for us to continue work on our own web pages and to complete our homework for the next day. On Fridays, we worked independently in the morning and devoted the afternoon to show-and-tell sessions in which we presented our progress to other Institute participants.

Each day we were introduced to a new computer technology. On the first day, we began to investigate the properties of WebCT, the software program adopted by Connecticut College to facilitate the creation and maintenance of password-protected course web sites. On Tuesday, we learned Dreamweaver, a program that edits the HTML files used to put text on the web. By Wednesday, we moved on to Adobe Photoshop and the manipulation of images for web use. Digitizing text was the topic for Thursday, introducing us to Adobe Acrobat. By the middle of Thursday morning in the first week, I remember thinking, "My brain is now full; any new nugget of technological information that tries to go in will inevitably force another recently acquired tidbit out."

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Marguerite Hanson taught in the Art Department 1930-1965. She bequeathed the college her large collection of books on painting and her estate continues to endow the purchase new art books. This bookplate, designed by Sally Harris '75, features Professor Hanson's own work.

From the VP's Desk:

It certainly has been a wild bronco ride since I arrived at Connecticut College late last January. The second day I was on the job, six inches of snow fell and I watched a man go head over heels on the ice. Talk about foreshadowing. I arrived ready to manage a PeopleSoft installation and build a new library addition. I thought funding was in place for all the staff and technology we'd need to really shine. Weathering the storms on campus last spring proved to be entertaining, in a black-comedy sort of way.

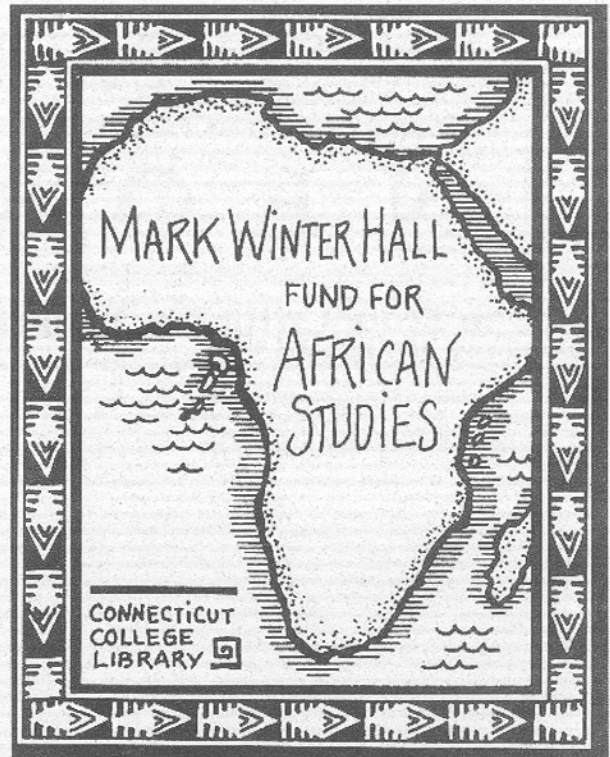
Make no mistake - I love it here. I haven't missed my old job for a moment. (I do miss Austin occasionally-the waitress at Chili's gave me a blank stare when I asked for corn tortillas.) I love the campus. The students are smart and self-possessed. The Senior Administrators are accomplished and quick-witted. And the faculty, in addition to their commitment to teaching and research, are pretty fair wild bronco riders themselves. Also, I'm impressed with the

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Fortunately, our Friday show-and-tell session was invigorating and inspiring. Not only were our cumulative technological feats impressive, but we also saw how our peers would use the web to enhance their teaching effectiveness. We came back the following week ready to dig in again, this time working in even smaller groups on even more complex tasks. By the end of the second week, we had been introduced to editing and digitizing both audio and video for use on our web pages.

Two things about the Tempel Summer Institute stand out in my mind. One is the extent to which Institute participants taught one another much of what we learned. This is not to say that our instructors were anything less than wonderful; they were consistently well prepared, clear in their explanations, and ready to provide hours of individual attention. Yet, in addition to this instruction, we also reaped the benefits of collective learning; more than once, I saw something really compelling on another screen, and called out, "Ooooo, Alexis (or Reggie or Michael or Page), how did you do that?"

The other thing that I associate with the Tempel Summer Institute is the way the tools we were learning began to raise pedagogical issues that went far beyond the scope of the workshop itself. This was something of a surprise to me, since I had originally anticipated using a course web site primarily to give my students ready access to the images of buildings. (And, indeed, this remains an important factor in my thinking.) But the experience of constructing a web site also prompted me to rethink some of my own pedagogical practices and gave me the push I needed to go to the Center for Teaching and Learning. There I worked with Michael Reder on the content of my courses, brainstorming about changes that I might make in course structure, in the character of my assignments, and in my approach to evaluating student work. In this sense, the Tempel Summer Institute not only equipped me with new tools for the future, it started me down the road to becoming a different kind of teacher.



This memorial fund was established by family and friends of Mark Winter Hall '81, a government major who joined the Peace Corp and spent two years in Africa teaching English as a second language.

Dean's Term at Connecticut College involves a series of intensive week-long workshops that focus on teaching career and life-enhancing skills that are not otherwise available at the College. This January, Information Services and the Architectural Studies Program are pleased to cosponsor a Dean's Term workshop called "Introduction to AutoCAD". This class will provide students with an introduction to two-dimensional computer-assisted drafting using AutoCAD 2000i on Windows-based computers. The workshop will be taught by two architects, Joseph Migani and Joan O'Riordan, of O'Riordan Migani Architects, based in Derby, Connecticut. Mr. Migani received his degree in architecture from MIT; Ms. O'Riordan received hers from Harvard. Each has previously taught architecture at the University of North Carolina. Ms. O'Riordan is currently a Visiting Assistant

Professor in the Department of Art History Department and Architectural Studies at Connecticut College.

AutoCAD is a computer-aided design software package that allows the user to draw and edit architectural, mechanical, electrical or geographical designs, and include technical symbols in them. For this workshop, students will work on a case study that will consist of drawing a single-family residence, using AutoCAD to create a site plan, floor plans and elevations of the building from rough scaled design sketches.

Each morning and afternoon session will introduce a new function of AutoCAD, followed by open work time in consultation with an architect. Daily topics will include an overview and introduction to the AutoCAD interface, creating objects, controlling the drawing display, using layers, colors and linetypes, and dimensioning. In

addition to the architect instructors, two student facilitators will assist students with hardware and software issues. Workshop Coordinators Chris Penniman, Director of Instructional Technology in Information Services and Abigail Van Slyck, Dayton Associate Professor of Art History and Architectural Studies will also provide support throughout the sessions.

Students who wish to enroll in the workshop are asked to submit a two-paragraph statement to Dean Ray in the Associate Deans Office in Fanning. The first paragraph should describe their current experience in doing measured drawings and what they hope to learn from the workshop and the second should discuss how the workshop relates to their academic goals. The workshop will meet Monday through Friday, January 15-19, from 9:00 a.m. to 5:00 p.m. in the PC Electronic Classroom in Shain.

Brown Auditorium: Classroom of the Future

Even though classes have been meeting there since September, the ribbon cutting held during the recent Board of Trustees meeting made it official: the newly renovated Brown Auditorium is up and running. Thanks to funding from the Arthur Vining Davis Foundations, the George I. Alden Trust, and the Booth Ferris Foundation, as well as gifts from individual donors, the transformation of Brown into a world-class, electronic classroom has been realized. Led by John Warner, facilities services project manager, the renovation is the first project of the Master Plan to be completed; it was finished both on time and under budget.

Brown Auditorium seats 48 students at four-person collaboration stations set in three tiered rows. Four overhead screens span the width of the room and faculty can show the same image on each of the four screens or up to four independent projections. The teaching station combines the functionality of a science lab bench with a high-tech podium that incorporates a rack of input devices. From the podium, faculty can control room lighting and sound and can select from a wide array of resources to be displayed including slides from projectors, computer displays, or materials on videotape, DVD, laserdisc or CD-ROM. The station is equipped with a document camera, the overhead projector of the 21st Century. It can not only project any printed image or transparency, but also an image of a three-dimensional object.

Faculty members who are teaching in Brown appreciate the expanded technological capabilities. In teaching his class on the Islamic Tradition, Patrice Brodeur calls Brown, "truly the most versatile room I have ever taught in. The availability of such a large number of tools is fantastic to improve the quality of many of my presentations. The large screens above the blackboards allow for up to four different images to be viewed concurrently: a wonderful tool for comparative visual analysis." In teaching "Introduction to Physical Geology," Doug Thompson has experienced the change in Brown first-hand, having taught the same course in Brown last year, before the renovation. "Because of the tremendous lighting in the classroom," he says, "it is now possible to view digital images while also using the blackboard to record observations on these images. I have also been so impressed with the quality of the digitally-projected images that I am moving from a slide to a digital format for most pictures, which has allowed me to improve brightness, tone and viewable dimensions of images. Slides that were too dark to use have been transformed into bright, clear digital images suitable for classroom use."

Student work areas have also vastly improved. Each student workspace contains a laptop port that provides access to a high-speed network. The four-person collaboration stations are conducive to working in groups. Brodeur noted that, "the seating arrangement allows for great small group discussions in small clusters of two or four, with no waste of time moving chairs or desk around." The new classroom design also facilitates student participation. According to Doug Thompson, "The wide pathways in Brown have greatly increased my access to each individual student and aided in transferring the laser pointer between students. All these improvements have helped to encourage better student participation relative to the same course last year."

The success of the newly designed Brown Auditorium has been evident in the sizeable increase in the number of classes scheduled in what once was the least sought-after teaching space on campus. The effectiveness and popularity of the new classroom as a teaching environment can be attributed to the faculty who worked with the architect and Information Services staff to design it. A wide range of disciplines are now using Brown, ranging from geology and chemistry to Islamic tradition and international studies.

CC Subscribes to ScienceDirect

Connecticut College has recently subscribed to ScienceDirect, the largest scientific database and a gateway providing electronic access to the full text of over 400 scientific, technical, medical and social science journals. In addition, ScienceDirect offers bibliographic information from more than 4,000 journals.

Subscribers to ScienceDirect will be able to access the bibliographic listings for every article and can browse tables of contents. A high-powered search engine and a user-friendly format simplify research and navigation within and between documents. Users can personalize features according to their research needs. ScienceDirect utilizes a secured server and network connection, and guarantees the privacy of individual users.

Final licensing agreements have just been completed. To access the journals of ScienceDirect, use the links at the top of the electronic journals and the research database web pages. A representative from Elsevier Science Collection will be coming to campus to conduct training sessions in the use of ScienceDirect. Faculty will be notified once dates have been confirmed.



In 1978, Helen O. Gildersleeve donated her significant collection of early children's literature to Connecticut College's Special Collections. She was considered the first book seller in the United States to specialize in books for children.

Watch for Instructional Technology Open House 2001 in Brown Auditorium

Information Services and the Center for Teaching and Learning are pleased to co-sponsor the Instructional Technology Open House 2001. The showcase of high-tech projects and resources will take place in February in the renovated Brown Auditorium (the final date has to be announced). This event will feature faculty members who have integrated technology into their curriculum and will highlight the professors who participated in the Tempel Summer Institute, which was held in August, 2000.

In addition to scheduled talks in the Brown Auditorium, the state-of-the-art electronic classroom located in the Hale Laboratory building, opportunities to learn about other instructional technology services and facilities will be provided. Facilities on campus will be open for tours, including the new Digital Curricular Creation Center (Blaustein 106), the Language Lab, the Visual Resources Library, the PC Electronic Classroom and soon-to-be renovated Davis Classroom in Shain Library. Information about Information Services support services and faculty technology instruction will be provided.

All faculty are encouraged to attend to learn more about instructional technology projects and resources available at Connecticut College. The date of the Open House should be confirmed shortly and will be posted on the faculty listserv. For more information, contact Chris Penniman at cepen@conncoll.edu or x2381.

Inside Information is published by Information Services twice a year and is distributed to the Connecticut College faculty, administrative offices and other interested members of the campus community. Comments and suggestions are welcome and should be sent to Vicki Baron, editor, at vlbar@conncoll.edu.

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netLibrary Brings e-Books to CC

netLibrary, a provider of electronic books to academic, corporate and public libraries, is now available to Connecticut College through our membership in the Nelineet library cooperative. More than 7,000 titles are available to CC faculty, staff and students in such disciplines as economics, philosophy, religion, American history, education, and literary studies.

The e-books offered through netLibrary offer a number of advantages to both the college and the user. They make no demands on the limited shelf space in Shain and cannot be lost or damaged. Users can search the book text for key words and phrases. First-time users need to create an account by following the appropriate links on the netLibrary home page (<http://www.netlibrary.com>). Once a username and password are established, they will allow users to access to netLibrary's Nelineet collection from off campus, too.

Final Fall Faculty Technology Seminar:

Working with Digital Video for use on the Web: Friday, December 1, 1:30-4 p.m. in the Digital Media Curriculum Creation Center (Blaustein 106)

Book early. Contact Kevin at x5127 or kjdim@conncoll.edu.

See the insert for the Spring schedule and other helpful info!

From the VP's Desk *continued from page one*

commitment and overall excellence of the Information Services staff with whom I'm fortunate to work on a daily basis. I remain convinced that supporting a liberal arts education at this small residential college is exactly the way I want to spend my energies. And I'm confident that over time we *will* shine, regardless of the challenges in front of us now.

You are holding the inaugural issue of the Information Services newsletter, *Inside Information*. We plan to publish once per semester to highlight IS services, programs, resources, and planning, as well as staff accomplishments. This publication will complement our Friends of the Library Newsletter, which emphasizes Special Collections. I encourage you to review both-and to consider becoming a member of our Friends of the Library when presented the opportunity. For now, I hope you enjoy this somewhat anachronistic offering-a new paper publication in a world of digital media. Let me hear from you about how we might improve our effort.

Thanks. And keep the faith.

W. Lee Hisle, Ph.D.
Vice-President for Information Services and
Librarian of the College

