

The NITLE Summit Poster Presentations

Grand Hyatt-Union Square
West Ballroom

April 4, 2008
3:20 p.m. – 4:40 p.m.



Adelphi University, "Transitioning from Blackboard to Moodle"

Astrid Palm, Director, Faculty Center for Professional Excellence

Adelphi University is planning a large-scale transition from Blackboard to Moodle in the summer 2008. Approximately 7000 courses need to be migrated and 800 faculty members need to be trained on the new system. Anyone considering or in the process of implementing Moodle at their institution may benefit from the strategic framework, training materials and lessons learned at Adelphi.

Albion College "The Clicker Revolution"

Melinda Kraft, Instructional Technology Supervisor

Hands on demo of Clickers (Audience/Personal Response Systems) showcasing how this technology fosters student engagement, reinforces understanding, and provides valuable just-in-time feedback for professors.

Alfred University, "The Alchemy of Wireless: Transforming inexpensive Wireless Access Points into an Enterprise-wide Wireless Deployment"

Gary Roberts, Director of Information Technology Services; Pat LaCourse, Associate Librarian

This poster session will detail how Alfred University is utilizing the Open Source DD-WRT firmware project, the (consumer-grade) Buffalo WHR-HP-G54 access point, and inexpensive IP-based monitoring software from IPSentry to provide wireless access for a 2200 student campus in upstate NY. Among other capabilities, this system allows network administrators to remotely monitor and reboot individual access points.

American University of Beirut, "3 Academic Units, 1 Goal: Creative Integration of Resources in Teaching and Learning"

Rosângela Souto Silva, Director of Academic Computing Center

Since 2004, the Academic Computing Center, University Libraries, and Center for Teaching and Learning at the American University of Beirut have conducted 4-week summer seminars to assist faculty in the integration of technological, research and curriculum design elements into courses. Seminars are generously funded by the Mellon Foundation.

Antioch College, "Moodle on the Run - A Complete Moodle System on a Memory Stick"

CT Chen, Professor of Computer Science and Math

A complete implementation of a Moodle system on a memory stick that can be used as an information management tool for individuals or as a course management server (need a static IP address) for different audience groups. Have your memory ready for a copy of the system.

Appalachian College Association, "Working with NITLE as a Consortium"

Lori Miller, Postdoctoral Fellow in Scholarly Information Resources

The ACA includes thirty-seven small, private, liberal arts institutions spread across five states that enroll approximately 42,000 students. By bringing NITLE Workshops-to-Go to regional clusters of schools, we have provided opportunities for our community members to invigorate their pedagogical approaches in settings not available through their home institutions.

Augustana College, "Moodle as a Resource for Faculty Development Programs"

Shawn Beattie, Educational Technology Services Manager; Michael Green, Associate Vice President of the College

and Director of the Augustana Center for Teaching and Learning; Carla Tracy, Director of the Tredway Library

The Augustana Center for Teaching and Learning (ACTL) incorporates the use of Moodle technology as a main resource for its programs. The Moodle/ACTL site is broken down into three main programs: Teaching and Learning

Resources, Teaching Writing: Reading Groups and Workshops; and New Faculty Programs. The site for all three of these programs includes schedule of events and resources appropriate to those areas.

Austin College, "Technology and the Language House Curriculum"

Robert W. Cape, Jr., Director, Johnson Center for Liberal Arts Teaching and Scholarship,
Professor of Classics

We will report on the results of a conference at Austin College on the use of technology in language houses at liberal arts institutions, with sample student work and plans for a collaborative web event in fall 2008.

Bard College, "Archival Collections as electronic resources: Working to integrate interdisciplinary practice, pedagogy, and technology at Bard College"

Mark Halsey, Associate Dean of the College; Jeffrey Katz, Dean of Information Services; Deb Sarlin, Coordinator of Curricular Computing and Instructional Technology

Bard, supported by the Getty and Andrew W. Mellon Foundations, has been converting sections of the college archive as digital resources for learning. College history, culture and environment, and texts intimately capturing working processes of scholar Hannah Arendt currently form electronic materials for teaching and research. Our presentation spotlights notable use of Bard's archival collections.

Bennington College, "Developing a Portal for the Bennington College Community"

Nino Mendolia, Instructional Technology Specialist

As the Bennington College campus community has grown, so has the need to share information and resources among its numerous constituencies. The College is in the midst of evaluating several possible site development strategies that will allow it to satisfy those needs while retaining the unique character of its current website.

Brevard College, "Implementing Sakai at a Small, Liberal Arts College"

Jodi Huggins Technology Integration Specialist and Director, Adventure of the American Mind;
John Padgett, Assistant Professor of English and Chair, Academic and Information
Technology Committee

Beginning a new initiative to further integrate digital technologies and instructional endeavors, Brevard College has joined with the Appalachian College Association to implement its first course management system. This presentation will demonstrate how a small college has begun to integrate Sakai into coursework across all disciplines and how Sakai is being used to facilitate faculty development and collaboration.

Bryn Mawr College, "Challenging Liberal Education: Democratizing Technology"

Christine Boyland, Director, Language Learning Center; Darla Attardi, the Coordinator of Staff
Education; Amanda Root, Student; Maggie Powers, Student

Who decides what constitutes a liberal education, and who are its providers and recipients? Through nine innovative collaborative partnerships of staff, students, and faculty, our programs challenge historical notions of liberal education. Within these partnerships, technology bridges traditionally separate populations on campus and challenges their roles in liberal education.

Central College, "Student Teacher Observation using Untethered Technology"

Kris Kilibarda, Assistant Professor of Education; Debra Bruxvoort, Director of Academic
Computing

As one of the faculty members selected to participate in a Tablet PC pilot program, Dr. Kilibarda has found it to be especially useful when observing student teachers in the classroom. Using a pen-based computer, webcam, and Microsoft OneNote, she can efficiently provide rich, immediate feedback to student teachers.

Doane College, "Effective Use of Technology in the Classroom"

Mike Carpenter, Chief Information Officer; Tom King, Professor of Secondary Education

This study was conducted to identify the optimum classroom environment using current technology to enhance teaching and learning. We will contrast today's classroom environment and associated challenges with a series of best recommendations for the 21st Century classroom!

Dordt College, "Technology Tuesdays -- A Brown-bag Approach to Faculty IT Development"

Barb Hoekstra, Coordinator of Instruction and Director of Student Assessment; Sheryl Taylor,
Director of Library Services

Every other Tuesday members of the college's Information Services Division, in partnership with the Center for Teaching and Learning, offer a 30-minute brown-bag presentation on a technology topic or gadget which has been an effective means of introducing faculty to the digital world.

Elon University, "New Programs, New Roles: The Scholars Program at Elon University"

Catherine King, Associate Professor and Department Chair, Psychology; Peter Felten, Associate Professor and Director, Center for the Advancement of Teaching and Learning

The Scholars program supports faculty in innovative teaching and learning projects. Using New Souths, a digital archive, as an example, we describe how CATL has taken on a new role in facilitating the creation of fluid teams of technologists, designers, and content experts to provide support for unconventional projects.

Georgetown University, "Georgetown University's Digital Commons"

Edward Maloney, Director of Research and Development; Janet Russell, Assistant Director for Science Education Programs

The Georgetown University Digital Commons is a collection of custom, online open source applications meant to help Georgetown students, faculty, and staff explore new and innovative ways of invention, communication, and collaboration. The GUDC brings together the relatively familiar tools of blogs, wikis, and ePortfolios with more specialized tools for creating timelines, building digital stories, and producing sophisticated web posters. The tools are meant to help faculty and students create projects in groups, share their ideas, and build dynamic web sites that represent teaching, research, and learning. By bringing these tools together in a digital commons we hope to encourage both students and faculty to see the entire space as a natural element in the learning process, and to introduce the possibility of combining uses of these different tools in new ways. Our poster will examine some of the projects underway in the Digital Commons, as well as a history of the project and a discussion of its future evolutions.

Illinois Wesleyan University, "Focus on Students in the Institutional Repository"

Karen Schmidt, University Librarian; Stephanie Davis-Kahl, Digital and Media Initiatives Librarian

Illinois Wesleyan University (IWU) has launched an institutional repository that focuses on student research papers, portfolios, and publications, while also welcoming faculty scholarship. IWU has enlisted students from Educational Studies, Music, and Theatre to participate, allowing us to explore the administrative challenges of scholarly output in various media along with associated issues of copyright. In the future, the IWU Digital Commons will help students disseminate their work to external constituencies and provide a means for IWU to share undergraduate research with prospective students and alumni. The repository is also reaching out to faculty, and working with music and theatre art work as well as textual scholarship. The poster session explains our approach and discusses strengths and weaknesses of it.

Institute for the Future of the Book, "Sophie"

Bob Stein, Director Institute for the Future of the Book, Senior Fellow London School of Economics, Dept. of Social Psychology

Sophie is free, open-source software which enables people to create robust, elegant rich-media, networked documents without recourse to programming. We have word processors, video, audio and photo editors but no viable options for assembling the parts into a complex whole except tools like Flash which are expensive, hard to use, and often create documents with closed proprietary file formats. Sophie promises to open up the world of multimedia authoring to a wide range of creative people.

Ithaca College, "Research à la Carte: The Continuous Development of an Open-Source Discovery Tool"

Lisabeth Chabot, College Librarian

The Ithaca College Library uses an open source application to manage the organization and display of resources in categories relevant to academic departments, programs, and curricular initiatives. Enhancement of the research portal is ongoing, as new resources and web services are identified.

Kenyon College, "Undergraduates publish interactive biology projects through MicrobeWiki and Biomolecules at Kenyon"

Joan L. Slonczewski, Professor of Biology; Aimee R. Larke, Library and Technology Consultant; Michael D. Roy, Vice President for Library and Information Services

Undergraduates from many universities contribute to our on-line encyclopedia of microbiology, MicrobeWiki, managed at Kenyon College. Kenyon students author interactive tutorials for Biomolecules at Kenyon, using the Jmol molecular visualization tool. These applications are facilitated by wireless laptop computers provided to students for classroom and personal use.

Lewis & Clark College, "Using Flickr to Create a Shared Collection of Contemporary Ceramics Images"

Mark Dahl, Assistant Director for Systems and Technical Services

Lewis Clark College's Visual Resources Collection and Art Department have paired together to create a collection of contemporary ceramics images using Flickr as the underlying digital asset management system. Using a customized submissions interface, artists add metadata to their images and submit them to a curated Flickr group.

Lewis & Clark College, "Landscapes of Annotation: Computing The Deconstruction of Television Ads"
Bob Goldman, Professor of Sociology; Noah Kersey, Communications Specialist

We explore the methodological questions presented by the non-quantitative analysis of large numbers of television commercials.

What kinds of new questions can be asked of a database constituted by thousands of ads; what kind of interpretive/analytic patterns might emerge?

Luther College "Moodle as a Tool for Language Instruction"

Christopher Barth, Executive Director of Library and Information Services; Lori Stanley, Associate Dean, Professor of Anthropology; David Thompson, Assistant Professor of Spanish

Faculties in the Department of Modern Languages at Luther College are using Moodle learning management software as a vehicle to enhance language instruction. Moodle sites serve as on-line learning communities and an extension of the immersion environment that we attempt to create in our classrooms. Communication tools, such as electronic forums, e-mail and blogs facilitate communication among class members outside of group meetings. Instructors also use Moodle sites to organize and display language learning tools (on-line dictionaries, verb conjugation tools, and grammar and listening exercises), coordinating these tools with particular levels of instruction. Language placement exams are delivered electronically through Moodle, and some professors use a grade book module to record and display grades to students. Finally, language faculty employ Moodle to manage digital audio and video files, including digital recordings of authentic language and student recordings for assessment of speaking skills. This presentation will illustrate how faculties in Modern Languages at Luther are beginning to use Moodle as an extension of the language immersion environment. We will highlight significant pedagogical benefits and drawbacks that language teachers at Luther have discovered with Moodle software.

Middlebury College, "Middlebury's Use of Support Teams in the First Year Seminar Program"

Shel Sax, Director, Educational Technology, Center for Teaching, Learning; Research; Carrie Rampp, Area Director of Resource Development and Services; Thomas Beyer, Professor of Russian

Instructors for first year seminars at Middlebury can avail themselves of a four person support team consisting of a reference librarian, educational technologist, peer writing tutor and time management/study skills tutor. We will discuss the evolution of these teams and the increasingly important role played by educational technology.

Millsaps College, "Millsaps College Faculty Initiate Technology Projects to Enhance Teaching and Learning"

Tom Henderson, College Librarian; William Bares, Assistant Professor of Computer Science; Molly McManus, Associate Librarian

With the help of NITLE programs, Millsaps College Faculty members launched these technology projects:

- *a "baseline technology package" for classrooms,*
- *upgrading technology in the language lab,*
- *offering the Moodle Course Management System,*
- *faculty workshops on using Moodle and our baseline classroom technology package*

Minneapolis College of Art; Design, "Learning Green: Sustainable Design Online"

Kathleen M. Heideman, MCAD Online Learning, Interim Director Wendy Jedlicka, MCAD Sustainable Design Online Certificate, Adjunct Faculty and Student Advisor

How do we meet the needs and wants of today without jeopardizing the future of our planet? How is design the key to sustainability? This poster session will present the blueprint of Sustainable Design Online: an innovative new certificate program initiative embedded within the Minneapolis College of Art and Design's traditional liberal arts and studio arts curriculum.

Mount Union College, "A Decade of Multimedia Classrooms: Lessons learned at Mount Union College"

Jerome Miskell, Music Faculty Member; Rick Bodnar, Instructional Technology and Media Services Manager

This poster session will address the history of multimedia classroom installation and maintenance at Mount Union College. The presentation will look at the successes and lessons learned after 10 years of outfitting and sustaining 50 classrooms with sound and video enhancements. Technologies examined will include multimedia interface systems, audio hardware, projectors, screens, document cameras, legacy technologies, computer hardware and platforms especially from a reliability and economic sustainability perspective.

Muhlenberg College, "Developing an Integrated Approach for Information and Technology Literacy Success"

Joyce M. Hommel, Director, Trexler Library; Jennifer Jarson, Information Literacy and Assessment Librarian

Muhlenberg College recognized a need to establish clear goals for information and technology literacy across the curriculum, but also recognized that building new computer labs and updating classrooms alone was not going to meet these goals. Through a multilevel approach including curriculum standards development, information commons programming, and library strategic planning, as well as collaboration with faculty and existing campus programs, the college is now moving toward a more fully integrated set of standards and services to achieve curricular and student success. This poster session will outline the key stakeholders, processes and investments that are helping to shape future outcomes.

Pacific Lutheran University, "Engagement and Alignment at PLU: Using Quantitative Surveys and Ethnographic Interviews for Service Improvement"

Chris Ferguson, Associate Provost/Information & Technology Services; Layne Nordgren, Director Instructional Technologies and Digital Media Center

Information: Technology Services is refining a mechanism for frequent monitoring of stakeholder needs and shaping I&TS services and priorities. Key inputs are a series of quantitative (MISO Survey) and qualitative (ethnographic interviews) assessments of stakeholder needs and perceptions. From these, key data about frequency of use, importance of services used, learning preferences, and service satisfaction are being used to shape services and instructional programs. Capacity to assess and improve individual department uses of information and technology is being built.

Prescott College, "Innovation through Collaboration: The Consortium for Innovative Environments in Learning"

Paul Burkhardt, Dean of Adult Degree and Graduate Programs

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Ramapo College, "E-portfolio"

Trish Williams, Team Implementation Specialist; Liz Siecke, Dean of Library

We will demonstrate how we gained both administrative and faculty support for initiating an e-portfolio pilot program. We will focus on how both timing and support can influence both the direction and success of a project like this. Specifically we will address timing for project; student and faculty support; how to determine the best technical solution; developing training and course redesign support; how to manage with limited resources; and future direction.

Reed College, "Teaching with Digital Collections in the Small College Curriculum"

Marianne Colgrove, Deputy Chief Technology Officer; Dena Hutto, Director of Reference; Instruction, Library

What does it take to implement a digital asset management system that not only improves access to collections, but also allows faculty to integrate digital materials into their teaching? Reed College's IT and library will share their experiences in implementing a CONTENTdm-based digital image collection for the arts and humanities.

Roanoke College, "i>clicker: Overview of an Easy and Effective Classroom Response System"

Mark Poore, Director of Instructional Technology; Chris Lee, Associate Professor

After evaluating and testing several classroom response systems in 2004-2005, Roanoke College adopted i>clicker for its ease of operation and low cost. "Clickers" are now used in several courses across many disciplines with a growing number of faculties utilizing this technology each semester. Best of all, i>clicker requires very little support from IT beyond a 15 minute orientation session. This poster session will describe the i>clicker classroom response system and how it has been used at Roanoke College. Specific examples will be shared from the Calculus I and Calculus II course sequence where clickers have been used daily in all sections for the past four semesters. From basic opinion polling to quizzing and participation grading, the i>clicker system is worth a look if you're in need of an easy, affordable solution that requires very little support.

Sarah Lawrence College, "Playing in the Collaborative Sandbox"

Charling Fagan, Director of Libraries and Academic Computing; Gary Ploski, Assistant Director of Academic Computing; Emily Drabinski, Reference Librarian

We will discuss projects undertaken by members of the Academic Computing and Library staff that use web-based technologies to bring staff together in a merged environment. The product of these collaborations enhances the delivery of library and technology services and resources to the campus community.

Southwestern University, "Faculty, IT and Change: Postmortem of a Pilot That Crashed"

Sharon E. Fass, Director of Academic Computing and Technology Support

Southwestern University piloted online course evaluations in fall 2007. Faculty was willing to try, administrators were hopeful, and IT thought it would be a smooth ride in friendly skies. The results were not what any party expected. This presentation will consider views on change from all perspectives.

St. Lawrence University, "Navigating a Digital Ecosystem: The Process is the Product"

Sondra Smith, Co-CIO, Information Technology, Director, Educational Technologies; Catherine Tedford, Director, Art Gallery

We will present on the way we've utilized NITLE resources, including professional development opportunities and expertise, to further our Digital Collections project, also an important component of our strategic plan.

St. Mary's College of California, "Clickers in the Small Classroom"

Carmel Crane, Instructional Technology Manager

Several instructors at St. Mary's have overcome their initial skepticism and found creative and useful ways that classroom clickers can help their students learn subjects such as Calculus and Statistics.

St. Mary's College of Maryland, "Poised to Plan"

Linda Coughlin, Associate Provost for Academic Affairs; Douglas Toti, Learning Technology Supervisor; Brian O'Sullivan, Director, Writing Center, Assistant Professor of English

St. Mary's College of Maryland uses strategic planning to develop initiatives that further our mission. Strategic planning helped us reprioritize IT to completely restructure technology in our classrooms. Formal planning developed a new general education curriculum that launches in fall 2008. The new Core requires academic support for faculty and students.

Truman State University, "Innovations in Staffing for Instructional Technology Needs at a Public Liberal Arts University"

Julie Lochbaum, Director of Faculty Development and The Center for Teaching and Learning

State funding, which decreased significantly 6 years ago, has yet to recover. Instructional technology needs and expenses continue to grow. At Truman State University we have attempted to bridge this gap with two primary innovations: housing a SunGard-paid Instructional Designer within the university's Center for Teaching and Learning supervised by the Director of Faculty Development; and utilizing Truman's scholarship service-learning system to place a host of students in positions of support for instructional technology. This presentation will describe what we have done.

Union College, "DSpace - Union's Repository for Honors Theses"

Mary Parlett-Sweeney, Director of Academic Computing; Gail Golderman, Associate Librarian
Senior work is partially preserved and publicized by Union College. Since the late 1970s, Schaffer Library has collected only honors theses for reproduction on microfiche. This policy is problematic as more work includes color and/or is submitted in non-print formats that cannot be represented on microfiche. A digital repository using DSpace will make the work of Union seniors more visible and accessible within the Union College community and beyond.

University of Chicago, "Bamboo Planning Project"

Chad Kainz, Senior Director, NSIT Academic Technologies; Sara Ware, Program Manager, IDEA Group, NSIT Academic Technologies

Bamboo is an multi-institutional, interdisciplinary, and inter-organizational effort that, if funded, will bring together researchers in arts and humanities, computer scientists, information scientists, librarians, and campus information technologists to tackle the question of "How can we enhance arts and humanities research through the development of shared technology services?" Although this effort is geared toward research, the scope is much broader than research institutions and includes liberal arts colleges, community colleges, further education institutions, libraries, organizations, etc. The idea is that if we move toward a shared services model, any faculty member, scholar, or researcher can use and reuse content, resources, and applications no matter where they reside, what their particular field of interest is, or what support may be available to them. The whole goal is to better enable and foster academic innovation through sharing and collaboration.

University of Mary Washington, "The Bluehost Experiment: Innovation and Risk with Commodity Web Hosting"

Steven Greenlaw, Professor of Economics; Gardner Campbell, Professor of English

Our poster will describe the information and learning environments we've created at the University of Mary Washington in a series of commodity web-hosting services over the last three years. The poster will be a triptych, each panel of which will be governed by a different metaphor: The Sandbox; The End-Run; Swim-At-Your-Own-Risk

University of Redlands, "Instructional Technology at the University of Redlands"

Barbara Morris, Dean, College of Arts and Sciences; Catherine Walker, Instructional Technical Services Manager

At the University of Redlands, we actively look for ways to integrate instructional technologies with established teaching styles in an effort to enhance the learning experience for all our students. Use of the following are highly encouraged: Blackboard; Collaborative Learning Spaces; Technology Enabled Classrooms; Clickers; and Mapping applications.

Wagner College, "Linking Academic Courses and Community Partners"

Jeffrey Gutkin, Director, Academic Computing; Patricia Schoknecht, Director, Information Technology

Wagner College has an award-winning curriculum which links academic courses and entire departments with specific community organizations. One of the challenges of these partnerships is the high turnover of students from semester to semester and the difficulty of maintaining continuity. We have developed a wiki (Wagnerpedia) to allow students, faculty and community partners to work collectively to develop projects and have those projects exist across semesters, with continual improvement and deepening over time.

Wesleyan University, "Quantitative Analysis Center"

Don Moon, Dean of Social Sciences and Interdisciplinary Program; Manolis Kaparakis, Director, Quantitative Analysis Center; Jolee A. West, Director of Academic Computing and Digital Library Projects

Westminster College, "Structuring Service-Learning Across the Curriculum: A Case Study in CIS"

Terri Lenox, Associate Professor, Department of Mathematics and Computer Science; Virginia Tomlinson, Associate Professor, Department of Political Science and Sociology, Director of Drinko Center for Excellence in Teaching and Learning

This poster focuses on the establishment of a structure to support and sustain service learning courses across a liberal arts curriculum. Through a Service Learning Faculty Fellows program, these courses are now widely offered. The implementation of service learning is explored through its use in CIS and CS courses. This poster discusses the benefits and problems of service-learning projects for CIS and CS courses as well as the decision-making process in designing the course. Service-learning projects may help faculty in attempting to balance the sometimes conflicting need to provide content, enhance soft skills, provide activity-based learning, and teach students important concepts such as becoming responsible citizens. Six models of service-learning are presented (Heffernan, 2001) along with significant learning attributes from Fink (2003). A two-course service learning project is presented and the responses of the students and community partner are reported.

Wofford College, "Use of iPods in an Advanced Spanish Course Designed to Build Speaking and Oral Comprehension Skills"

Begoña Caballero-Garcia, Assistant Professor of Spanish; Dennis Wiseman, Director of Program Assessment and Reeves Family Professor of French and Foreign Language; David Whisnant, Vice President for Information Technology

Yale University "The Modernism Lab – Collaborative Learning and Research in the Humanities"

Ken Panko, Senior Instructional Technologist, Yale University; Ed Kairiss, Director, ITS Educational Technologies

With the help of Yale's Instructional Technology Group, English professor Pericles Lewis is developing a Modernism Lab. The Modernism Lab is a virtual space where students make annotated records of sources they consult in a cross-referenced database. The database entries are then used to inform written assignments published to the Lab's peer-edited wiki.