Instructional Computing Upgrades for Fall 2007

The Fall 2007 semester brings with it several upgrades for Instructional Computing. There have been a few new software packages that have been installed including Microsoft Office 2007, VectorWorks and Internet Explorer 7. A complete list of all software removals and upgrades is located here: **www.umsl.edu/technology/instructionalcomputing/docs/ICSoftwareFall2007.pdf**

In addition to the new software that is available, Macintosh workstations were upgraded to new Mac Pro towers or 20" iMac stations. 2 new Windows XP stick rooms were also built: in Clark Hall 408 and Honors 307. Upgrades to current technology rooms include Clark 309, Benton 102, & SCC 145. Benton 102's upgrades included a new projector, control systems, instructor lectern and SMART sympodium. SCC 145's upgrades included new video conferencing hardware, podium, and a Plasma and LCD display.

Additional Technology rooms and upgrades are also planned for the Fall Break.

For more information about Instructional Computing visit us on the web: **www.umsl.edu/technology/instructionalcomputing**

Chris Scheetz
Supervisor, Instructional Computing Classrooms
scheetzc@umsl.edu
516-6742

What you can do in the FRC:

- Learn how make your own web page
- Find out the latest upgrades in MyGateway
- Receive one-on-one personalized instruction
- Check out equipment (laptop computer, data projector, digital camera, etc.)
- Learn how to create online tests and surveys
- Obtain a copy of Office 2007 and Windows XP for home use
- Learn how to stream videos and make them available to your students
- Learn how to set up your podcasting account and start podcasting
- Access computers with lab/classroom software
- Obtain information on how to download Norton Antivirus for home, SPSS and SAS
- Scan articles, books, photos, documents and articles and convert them to PDF files
- Convert VHS tapes, audio tapes, Vinyl LPs, to a digital format

We help you succeed with technology. Stop by room 105 CCB, give us a call at 516-6704 or email: frc@umsl.edu.

Jennifer Simms
jsimms@umsl.edu

Paul Wilmarth
wilmarth@umsl.edu

Focus on Teaching and Technology Regional Conference

November 1-2 J. C. Penney Conference Center

You are invited to join colleagues who will be show-casing new and successful practices for improving and documenting learning using technology. This year's Focus on Teaching and Technology Conference theme is Learning: Impact and Evidence.

Key note presenters include:
Dwight W. Allen, Eminent Scholar of Educational Reform, Old Dominion University. He will kick-off the conference, Thursday, November 1, 3:00 PM, with the topic of "Using Technology to Create Student-Generated Content."

Charles Dziuban, Director of the Research Initiative for Teaching Effectiveness, University of Central Florida will share his experiences in "Promoting Information Fluency" at the noon lunch, Friday, November 2.

Vendors' exhibits and presentations will involve faculty innovators and provide additional opportunities to see cutting-edge applications.

Find additional information and register for the conference at: **http://www.umsl.edu/ctl**. The 2007 conference is co-hosted by Maryville University, St. Louis Community College, and Saint Louis University, as well as UM-St. Louis.

Cheryl Bielema
Instructional Designer
Center for Teaching & Learning
bielema@umsl.edu

Conversations about Teaching and Technology:
Beyond the Tools: Environments for Learning

Beyond the Tools is designed to open up the learning environment to reveal how technology supports learning and assessment. The series highlights the innovations and successes of campus colleagues while encouraging others to rethink the assessment process.

The first topic set the stage for choosing technology tools and assessing learning. Remaining topics focus on enhancing learning environments with sound, image and multi-media applications.

Exploring the Potential of Sound and Image in Instruction
October 19, 2007 - 1:00-3:00 pm
134 Social Sciences Business Bldg.

- Choosing tools to enhance content and to illustrate processes
- Expanding interactions with live computer communication tools
- Understanding closed captioning or sub-titles, mandated by law
- Assessing web-based and multi-media student projects

Assessing Practicum, Internship, and Performance-based Skills
November 30, 2007 - 1:00-3:00 pm
134 Social Sciences Business Bldg.

- Anticipating student questions about course and performance-based assignments
- Providing options and flexibility for learning
- Developing procedures and tutorials
- Selecting hardware and software
- Piloting the process and assessing results

Please pre-register for sessions at: **www.umsl.edu/ctl.** Program is co-sponsored by Information Technology Services and the Center for Teaching and Learning.

Cheryl Bielema
Instructional Designer, Center for Teaching & Learning
bielema@umsl.edu

Don't forget to register for Short Courses! www.umsl.edu/training

iterations

INFORMATION TECHNOLOGY SERVICES

INFORMATION TECHNOLOGY SERVICES • UNIVERSITY OF MISSOURI – ST. LOUIS

OCTOBER • 2007

Space Determines Destiny – the SSB449 Learning Studio

Welcome to the Fall issue of Iterations! I mentioned the new SSB449 Learning Studio (also known as the "flexible technology enhanced classroom") in the Spring 2007 issue. We now have two semesters of experience with the space and can describe some preliminary outcomes. This article is excerpted from a longer paper that will be submitted for publication.

The Learning Studio is an important harbinger of change on our campus – in our conceptions of learning and in our approach to development of physical space. We were struck by how the completed space itself challenged faculty and staff to rethink the possibilities at UMSL – and thereby redefine what learning at UMSL could mean.

The idea that physical space can express culture or mold outlook is familiar to architects and designers, but not so much to technologists or even to university administrators. The genesis of the title is suggested by a student entry in the assessment blog for the room:

> *"…This is my 2nd semester in this classroom, and every day, I like it more than the first. I feel that this classroom promotes a positive learning environment the second you walk in the door. No longer do we sit in a stark classroom, walls white, with windows that make a classroom feel like a prison. No longer are we confined to one, hard-seated desk. No longer do we stare at one chalkboard, with feet on tile floors. In this classroom, the mood is different. The warm walls and pictures, colorful carpet and welcoming couches beg to be noticed. Students sit where they choose, at group tables or individual tables…When you walk in the room, you want to learn…The technology and comfortability [sic] of this room does not compare to any other classroom I've ever been in. It is my hope that the university will take this into consideration, and create more classrooms such as these…"*

This is a poignant affirmation of what Project Kaleidoscope calls the "self-evident" effect of "attractive, well-designed, well-equipped contemporary spaces for teaching and learning" and the creation of "excitement and luster" in student and faculty achievement. Since our campus intent is to increase recruitment, retention and engagement, space may indeed determine destiny.

Process
As with many innovations, the impetus for new classroom design began with a few forward thinking people. Principal among them was Bill Klein, who organized a "Provost's Forum" on Innovative Classroom Design in early 2006, following the model established by ITS, which had organized several "Provost's Forums" on Teaching and Technology the previous year. He and Rocky Keel documented the Forum in a working paper that captured the characteristics of an "innovative" classroom.

One concern that loomed large from the start was finding space in which to establish the new classroom. UMSL has no "spare" space, especially of a size and accessibility that would be suitable for a new classroom. Taking an existing classroom out of use in order to convert it would also decrease our overall classroom stock. In a serendipitous development, the Center for Academic Development was in the process of re-organizing and there was a possibility that their previous remedial and testing space would be available. ITS staff worked with the Director, who was intrigued and excited about the potential of a different kind of classroom, to negotiate the terms and responsibilities for converting the space from one use to another.

Design and Creation
The design principles articulated by the Forum include flexibility, comfort, collaboration and accessibility. The design and implementation team was truly cross-functional. Although involvement of individuals ebbed and flowed depending on need, they came from ITS, faculty, Facilities, Facilities Design and external companies. Associate Dean of A&S Terry Thiel, and other faculty were pleased that we were involving faculty in the design of classrooms.

We announced availability of the classroom late in Fall Semester 2006 for classes starting in January 2007 (Spring Semester). The facility was about 75% booked by the start of the semester. Faculty included instructors from Languages&Culture, English, Mathematics&Computer Science, Education and Business.

We have begun to call the facility a "Learning Studio," not only because the term "flexible, innovative technology-enabled classroom" is awkward, but the word "studio" better conveys the sense that this is an experimental or even provocative space in terms of:

- innovation for the campus,
- its new approach to physical planning,
- being a prototype from which we will learn how to develop other spaces
- supporting new ways to learn and to teach.

These were high expectations of a single classroom renovation, so we built in an assessment process from the beginning, using:

- Faculty observation
- Blogs
- Video observations
- Surveys
- Debriefing meeting of the faculty (video streams available at: **mms://winmedia.umsl.edu/umslitv/SSB449Event-Part_1.wmv** and **mms://winmedia.umsl.edu/umslitv/SSB449Event-Part_2.wmv**)

Reflections
Whether the Studio has "succeeded" depends on the definition we use. Based on the assessment results, we think that the Studio has clearly succeeded in stimulating change. For example, instruction in the Studio coincided with a move towards curricular reform and pedagogical change in the department of Languages and Culture. Changes in pedagogy were enabled, facilitated and informed by the use of the Studio and the authentic experiences in the room.

(cont'd inside)

Unix Migration Leads to Samba Changes

Many Instructional Computing users may have noticed that Samba is no longer available as a means to connect to their Unix accounts. Samba was a utility that allowed users to access their free Unix Space as a network drive to store documents. Previously accessible via the Start menu on Instructional Computing computers or via download for home use, Samba allowed users to sign in and access their files stored on the Jinx or Admiral servers. Due to the Unix migration project in August, however, the Samba tool is no longer available. Instead, from any Instructional Computing computer, users may simply click on "My Computer" and the drive will be automatically mapped as part of the user authentication process when logging in. For students, this will show up as "admiral," and for faculty and staff, this will show up as an additional mapped drive labeled "jinx." Furthermore, for faculty and staff, there is now a link to their Steamboat directory within the root directory of their Jinx account, however the normal path to their Steamboat will still be accessible under "My Computer" after login as users have been accustomed to.

An important item to note: If faculty or staff must map a new network drive for departmental use, they will be required to delete the existing drives before doing so, and then re-map them.

For connectivity at home, ITS recommends using a Secure File Transfer Protocol (FTP) utility such as SSH Secure Shell, which can be downloaded from the Technology Support Center's Website. This FTP utility will allow users to upload and download files in a Windows-type environment. Faculty steamboat files will be accessible via the Steamboat folder located on the root directory of their Jinx account.

Christopher Boyce
Site Supervisor, Instructional Computing Classrooms
boycech@umsl.edu
516-6882

Desktop System Plan

The UM-System Volume Purchasing Committee is pleased to announce the signing of new contracts with Hewlett Packard and CDWG/Lenovo for the purchase of desktop and laptop computers. The VPA standards committee is currently working on the system configurations for the new standard desktop and laptop offerings for all UM campuses. ITS is currently evaluating these new systems and will make a decision soon regarding which hardware platform to provide as DSP replacements. Our current contract with Dell will be expiring at the end of the calendar year. ITS will be making the switch to the new hardware for this year's plan participants.

Ken Voss
Director, Computing Services
vossk@umsl.edu

Space Determines Destiny (cont'd)

The Studio is also a significant investment, and so another set of goals has to clearly relate to learning outcomes: engagement, attitude and collaboration. Measures of those indicators are qualitative at this point, but based on the comments from students and faculty who actually learned and taught in the space, we would cautiously say that the Studio has succeeded in those goals as well.

UMSL is preparing for re-accreditation in 2009. An important theme from the accrediting agency is "continuous improvement" and linking everything that the university does to student learning and outcomes. This applies not only to obvious areas such as academic programming, but also to areas such as groundskeeping where the link may be more tenuous. The establishment of the Studio provides one way to link physical facilities development with student learning.

We can also contemplate quantitative measures of success such as differences in grade points, especially through comparison between classes held in the Studio versus those held in "regular" classrooms. Here we would say that it's too early to tell, given only a few semesters of classes. Such quantitative measures are also notoriously difficult to attribute to single factors such as classroom environment, but we are very aware of the need to devise ways to do so.

Next Steps

We have the vexing question of whether the results thus far are due to the novelty of the Studio – yet another manifestation of the "Hawthorne effect." The institution has built this new space, the instructors are excited, the space and its equipment are beautiful and people are paying attention, but what happens when the novelty wears off? What happens when all classrooms are built this way (a pleasant problem to have!) Will the effects be sustained? Is this just another way of "coddling" students? We think that changes in pedagogy and learning styles will be permanent, but can only hope at this point that changes in student outcomes will be too. We will only be able to answer the question as we track the outcomes over time.

Even as we try to answer these questions, the Studio has inspired more modest efforts to create some flexibility in current classrooms. In response to a request from the Chemistry department to support a flexible approach to lab instruction through the use of laptops, we designed and assembled a mobile laptop cart modeled on the larger version created for the Studio.

We are creating another Learning Studio in Clark Hall. Because of the enthusiasm demonstrated by the language instructors and the department's flexibility in sharing the eventual use of the space, ITS worked with the Center for Languages and Culture (within the department of Anthropology and Languages) to create a new space in the former language lab.

We are also working with the Advancement Office on fund-raising opportunities. While the Studio was expensive relative to the ITS budget, it's also much less expensive than an entire building. A Learning Studio presents a focused and defined opportunity for a donor; that we can show at least preliminary effects on student outcomes should also be attractive. The result is tangible and could be a naming opportunity for a donor who desires that recognition.

We have had casual and organized visits to the space, including from the Board of Curators. All have come away with the same sense of pleasant surprise expressed by the student blogger. Other institutions are also looking to emulate the design.

Acknowledgements
ITS thanks Steve Bailey, Beth Eckelkamp, Rocky Keel, Bill Klein, Kim Sallee, Donna Wadsworth-Brown, Susan Yoder-Kreger and their students for sharing their thoughts, observations and experiences in the Learning Studio. Their enthusiasm and energy turned a room, however sophisticated, into a Learning Studio.

"We help you be successful with technology"

Jim S.C. Tom
Associate Vice Chancellor for Information Technology
tomj@umsl.edu
314-516-7170

"ARTE SINE MENTE ADHIBENTES"

Removing Social Security Numbers from Your Files

We have all seen the news stories about identity theft and many of us have been victims. For years Social Security Numbers were used on campus as identifiers, but now there are very few cases where they are needed on our computer systems. Having files with SSNs in them opens the door to identity theft opportunities. UMSL along with the other UM System campuses have initiated a project to clean SSNs out of our internal systems wherever possible.

We need your help with this project. Many of you have files containing Social Security Numbers on your computers and we need you to remove or clean those files. If you actually need the SSNs, we can also help you protect them. You may have hundreds or thousands of files that need to be searched. This could be a daunting task. ITS is working on a program that will scan though all of your files and help identify the ones with SSNs. It will search through your local hard drives and your network storage. This program will be available for download in the next few weeks for the PC and Mac. Please look for an email that will contain links to the programs and instructions on how to use them. This is a very serious issue and we ask the entire campus to help by cleaning out their files.

Mark Monroe
System Security Analyst
monroem@umsl.edu

Windows XP Firewall

Why do I need a firewall? The Internet can be a hostile environment and you are susceptible to attacks whenever you are connected. The Microsoft Windows XP Firewall is considered to be a stateful inspection firewall that is used to set restrictions on what connections can be made to your computer from the Internet and to define the type of connections that are not allowed.

The XP Firewall was designed to work with personal firewall applications, not to compete with them. It doesn't block any outbound traffic. Its rules are rather basic compared to other personal firewalls. But the XP Firewall has no cost (other than the OS cost). It has little or no complexity, so if the average home user uses the wizard to configure his Internet connection, he may not even know that it is in place.

The Windows XP firewall is designed to block all inbound packets, unless those packets are in direct response to a query that was sent out from the machine. The firewall is designed to help you keep hackers out of your system.

Is The Windows XP SP2 Firewall Sufficient?

The answer to this is a little more difficult. I give it a "yes" and "no". Windows Firewall is a tremendous improvement over earlier versions and certainly better than no protection at all. Having a stateful host firewall that will block unsolicited Internet traffic can only help most people. It is also a step up that it is more customizable and configurable than its predecessor.

The downside is that users who choose to rely on it need to understand its shortcomings and not fall for any false sense of security. It may do what it does well, but it is not protecting everything. Windows firewall does not drop any outgoing traffic.

Risks of allowing exceptions

Each time that you allow an exception for a program to communicate through Windows Firewall, your computer is made more vulnerable. To allow an exception is like poking a hole through the firewall. If there are too many holes, there is not much wall left in your firewall. Unknown intruders often use software that scans the Internet looking for computers with unprotected connections. If you have many exceptions and open ports, your computer can become a victim of these intruders.

To help decrease your security risk if you allow exceptions:

- Only allow an exception when you really need it.
- Never allow an exception for a program that you don't recognize.
- Remove an exception when you no longer need it.

Paula Smith
System Administrator
Paula_Smith@umsl.edu

Guest and Wireless Access at UMSL

Getting wireless internet access on campus will get a little easier soon. In our current system you can connect to the wireless network but cannot get to the web without then connecting through the campus Virtual Private Network. During the fall semester, ITS will be converting our wireless access to use a registration system. This new system, named TritonNET, will allow you to connect to the wireless network and get to a variety of services without using VPN. It will allow basic internet access and email access via the web, much like you have at most public internet cafes.

This is not public internet access. The first time that you connect to TritonNET your system will be registered to your UMSL SSO ID and scanned to make sure that it has an up-to-date Anti-Virus program and security patches. This will help to keep our network safer and cut down on Viruses and Worms getting onto our network. After you have spent the time to get registered, your system will connect without interruption for the rest of the semester. This makes wireless access quicker, easier and safer.

Even though it is not public internet access, faculty and staff members will have the ability to create temporary guest accounts that can access this network. The accounts will be good for up to 7 days and can be given to campus guests that need access to the internet or webmail. TritonNET will also be used to allow internet access for different events and conferences on campus. Look for an email soon with more details and the live date for TritonNET.

Mark Monroe
System Security Analyst
monroem@umsl.edu

Duplex Printing is now the default setting for IC Lab Printers!

Along with providing monochrome printers in all of the staffed labs and color printing in select labs, Instructional Computing has added the ability to print in monochrome duplex to all IC Staffed computer labs. These duplex printers allow users to print on both sides of the paper thus saving paper and space. This information and other services offered are published in various locations. For a complete list of campus computer labs and their resources visit the Lab Resource Matrix at: **www.umsl.edu/technology/instructionalcomputing/labs/resourcematrix.html**

Doug Williams
Site Supervisor, Instructional Computing Labs
williamsdou@umsl.edu
516-6702