UNIVERSITY OF MINNESOTA

Office of Information Technology

Information Technology

Each month, Digital Media Center (DMC) consultants publish information on our website about a current educational technology issue discussed at sessions of the Technology-Enhanced Learning (TEL) Seminar Series, in our classes, or at our program or project meetings.

The Good News

Imaging

Imaging has been a topic of conversation for many years around the University. A few departments, like Financial Aid and the Controller's Office, have been able to implement systems for their area; but many other departments have not had the opportunity.

Recently

About a eight months ago, OIT began a program to try to solve the imaging issue for other areas. Today, we have over 1 million documents (over 3 million pages) scanned in the Enterprise Imaging system, and we continue to grow at a rapid pace! People at all levels have recognized this project for its importance to the University of Minnesota. The Admissions Office says that it is as important for them to have imaging available as it is to have PeopleSoft available.

UMN

ImageNow software

In a partnership with the Provost's Office and the Graduate School, OIT purchased the ImageNow system from PerceptiveVision, Inc. Implementations have taken place in the twin cities Admissions Office, Registrar's office, Human Resources, and Duluth's Financial Aid & Registrar's Offices. Projects are in progress for the Gradudate School and Grants Management. In addition, more than 25 other departments and colleges are waiting to implement their areas. The demand has outgrown the available resources for implementation!

OIT will soon add two more people to the implementation team in order to work on this backlog. In a combined effort from our Project Management Office, Application Development & Maintenance, and Central Computing Operations, we've done a great job getting the system up and operational. We will continue to implement the system in new departments as quickly as we can get through them!

I thank all of you who have been a part of the project!

▬ Scott Ruud, Deputy CIO, Enterprise Application Systems, http://www.umn.edu /oit/enterprisemanagement/

▼ What's Imaging?

Imaging software converts paper documents to electronic ones. To convert documents the software communicates with selected scanners. Once captured the documents must be stored and retrieved. To be useful to an enterprise, captured documents often require additional managing, such as adding links to other software or the ability to add annotations.

▼ What's ImageNow?

ImageNow captures documents, links them to and retrieves them from business software, distributes them via print, e-mail, or fax, and automates review and approval processes via ImageNow Workflow.

For more information about ImageNow see: http://www.imagenow.com/
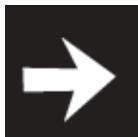
➡ *Today, we have over 1 million documents (over 3 million pages) scanned in the Enterprise Imaging system, and we continue to grow at a rapid pace!*

⬅ *People at all levels have recognized this project for its importance to the University of Minnesota.*
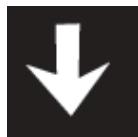
⬇ *The Admissions Office says that it is as important for them to have Imaging available as it is to have PeopleSoft available.*

Consult with DMC Faculty Fellows about Educational Technology

Since 2000, the Office of Information Technology and the Digital Media Center (DMC) have been awarding fellowships to University of Minnesota faculty members through the DMC Faculty Fellowship Program. The program promotes the scholarship of teaching by providing faculty members with release time to research the impact of digital technology on teaching and learning and to design and share new and innovative teaching and learning processes. The fellows also are available to consult with University instructors about educational technology issues and projects.

Profiles of the current fellows and their technology-enhanced learning (TEL) projects appear below. More information about the program, past and current fellows, and application forms for 2004–05 fellowships are available on the DMC website at http://dmc.umn.edu/fellowship/.

Eventually, she would like to be able to use these tools to create an online and/or interactive TV version of the Medical Spanish course. The Chicano/Latino population has grown in Minnesota and some health care providers have said they need to take such a course but are not able to travel to the Twin Cities. She does not know of any other courses in Medical Spanish at the advanced level, so the course may attract participants from greater Minnesota and other states.

■ María Emilce López

López has master of arts degrees in both ESL and Hispanic Linguistics. A native of Jujuy, Argentina, she studied English and public translation and taught in her home country for ten years. She has taught at the collegiate level in the United States for nine years and has developed language materials for classroom and technology-enhanced learning experiences. She currently is teaching a multimedia course, Medical Spanish. In 2001–02, she participated in the University of Minnesota/Bush Foundation Innovative Teaching and Technology Strategies initiative; in 2002, she received funds from the International Title V and the Western European Title VI grants programs; and in 2003, she received a P & A Outstanding Service Award from the College of Liberal Arts. She is currently a teaching specialist in the University of Minnesota Department of Spanish and Portuguese Studies.

Fellowship project

During fall 2003, López plans to create new technology components for her Medical Spanish 1044 class, such as course assignments, quizzes, and listening tasks. In the past, the existing technology components have been used mainly as a resource, so she plans to use different tools to add interactive, audio, and possibly video activities to the WebCT course site. She also intends to use the site as a template for an Advanced Medical Spanish (Span 3044) site that would include audio and video components and case studies.

"[One of my students] said . . . [she] enjoyed coming to class every week. . . . [This was in part because the] classroom and online environment supported open discussions [that enabled her to practice] conversational skills through speaking and writing." ☞ María Emilce López, M.A., Teaching Specialist, Spanish and Portuguese Studies, College of Liberal Arts

Students in her Intermediate and Advanced Medical Spanish courses explore language and culture from both global and local perspectives through interviews with Spanish-speaking immigrants and professionals who live in the Twin Cities and through traditional in-class and online out-of-class activities. López also intends to incorporate students' projects into an online environment.

Consultation areas and contact information

López is available to consult with faculty members about the following TEL topics:
- how to customize the templates from her Medical Spanish project for use in other courses;
- how instructors in language departments can start developing TEL tools in WebCT;

- how to use Dreamweaver, Photoshop, and WebCT tools; and
- streaming audio development processes.

To schedule a consultation appointment, contact her.
- Office: 5B Folwell Hall
- Telephone: 612-872-9006
- E-mail: lopez008@umn.edu

■ Susan J. Henly

Susan Henly is an associate professor of nursing in the School of Nursing. She is a psychometrician and a nurse who has combined her interests by focusing on quantitative methods for pattern recognition in data applied to problems in the health sciences. You can read more about her career on the American Statistical Association website: http://www.amstat.org/careers/copss/publichealthprofile.html

"Web-based course offerings are proliferating in schools and colleges of nursing. . . . To date, only limited evaluation [results] . . . are available. I hope that [my fellowship project work] will position the School of Nursing to contribute to this effort." ✍ *Susan Henly, Ph.D., Associate Professor, School of Nursing*

Fellowship project

Nurs 3710: Measurement and Statistics for Practice and Research is a new required course for undergraduate nursing majors. Students learn quantitative literacy and numerical reasoning skills used in clinical practice and how to conduct research in nursing and other health and human service disciplines. The course will be Web-enhanced. The students will learn measurement and statistical concepts and skills with electronic modules.

As part of her DMC faculty fellowship activities, Henly plans to:
- add Web-based methods to her repertoire of instructional skills;
- develop a course Web page for Nurs 3710 (including course information and communication tools, eight key-concept-focused learning modules, and a virtual learning environment for group activities); and
- design a systematic plan for evaluating outcomes following students' use of each learning module.

Consultation areas and contact information

Henly is available to consult with faculty members about the following educational technology topics:
- coordinating in-class and Web-based aspects of instruction;
- facilitating virtual study groups; and
- the development of online learning modules.

To schedule a consultation appointment, contact her.
- Office: 6-151B Weaver-Densford Hall
- Telephone: 612-624-0431
- E-mail: henly003@umn.edu

■ William Riley

William Riley is an associate professor of health care finance and management in the Division of Health Services Research and Policy in the School of Public Health. He has developed a WebCT course in health care management that has been offered for distance education during two summers. The course has filled an important need for distance education opportunities for the public health workforce. He received a Charles N. Hewitt Creative Teaching Award from the School of Public Health in 2003.

Fellowship project

Riley plans to develop a WebCT-delivered distance education health care finance course and use at least one learner tool that will help create a sense of community for people in different locations. He expects that the educational impact will be the development of new learner tools and that he will become a resource for other faculty members.

Consultation areas and contact nformation

Riley is available to consult with other faculty members about teaching and learning strategies.

"I have been very impressed with the extent to which WebCT education has standardized the content of course material and [ensured] that all topics which were developed for the curriculum are covered in the lesson." ✍ *William Riley, Ph.D., Associate Professor, Health Services Research and Policy, School of Public Health*

To schedule a consultation appointment, contact him.
- Office: D383 Mayo
- Telephone: 612-625-0615
- E-mail: riley001@umn.edu

■ Micky Trent

Micky Trent is a faculty member in the College of Veterinary Medicine who is involved in large animal surgery and zoo and exotic medicine and surgery. She has served as the associate dean of academic and student affairs and led an effort to incorporate the use of technology and technology-enhanced learning methods into the curriculum as a part of a collegiate curriculum revision. She has used technology-enhanced learning methods in many courses and is a recipient of a 2003–04 TEL grant.

Fellowship project

Trent plans to develop TEL tools to enhance veterinary medicine students' mastery of areas in which their performances are deficient at the time they enter their clinical rotations and/or graduate and enter practice. All the tools will provide clinically relevant self-test opportunities, performance feedback, and links to review materials.

Specifically, Trent plans to
- form planning groups of faculty instructors and students to identify needs and potential areas of supplementation;
- develop tools for those areas with the greatest potential impact and implementation support;
- select tools that use different methodologies as long as they are pedagogically appropriate for the content;
- frame the content and decisions in a case-based framework when appropriate;
- design the tools so they can be used in independent study or instructor-guided learning environments and so they can serve as models for similar tools for students studying other content areas or on other career tracks;
- ask clinicians responsible for evaluating students in clinical rotations to assess if the students are better able to utilize basic knowledge in a clinical context after using the tools; and
- assess students' subsequent performances on related national board licensing examinations.

"Students have grown up with the Internet. . . . [This] opens whole new opportunities for students [who] do not traditionally thrive in the standard lecture/lab format. . . . [It] also places added importance on understanding scientific validity. . . ." ✐ Micky Trent, D.V.M., Associate Professor, Clinical and Population Sciences, College of Veterinary Medicine

Consultation areas and contact information

Trent is available to consult with faculty members about the following TEL topics:
- using and designing TEL activities and materials;
- using WebCT, online discussion tools, and interactive problem-solving methods;
- assessing outcomes; and
- developing content with WebCT, Dreamweaver, and Photoshop software.

To schedule a consultation appointment, contact her.
- Office: 225C VTH
- Telephone: 612-624-7477
- E-mail: trent001@umn.edu

■ Christina Goodland, Digital Media Center

Call for Proposals

▼ 2004–05 DMC Faculty Fellowship Program
Each year the Digital Media Center (DMC) accepts new applications for the program from University of Minnesota, Twin Cities faculty members; 3-5 are chosen to receive fellowships.

A Call for Proposals for 2004–05 is on the DMC website at http://dmc.umn.edu/fellowship/.

▼ 2004–05 TEL Grant Program
Through this program, faculty members are awarded grants for developing, implementing, and evaluating technology-enhanced learning (TEL) projects, particularly those projects that suggest the potential for broad programmatic application and exemplify a commitment to sustainable development and evaluation.

A Call for Proposals for 2004–05 will be on the DMC website the week of January 20 at http://dmc.umn.edu/grants/.

Fine-Tuning Your Online Searches

Nancy Herther, University Libraries, http://www.lib.umn.edu

Having wonderful information out there isn't much value if you aren't able to get what you need when you need it. It's also very frustrating, and potentially harmful, if you miss important items that are relevant to your research. In this sense, searching databases is much like driving a car. Just because you know how to do it and have done it well in the past doesn't mean you can ignore the basics the next time you drive. Thankfully, the results of a bad search are not generally as devastating as poor driving. Still, bad searches result in lost time, lost opportunities, or poor research.

Just as athletes, musicians, and other experts continue to hone their craft, search skills can always be improved upon, even for experts. Certainly that's true of database searching. Especially given the constantly changing nature of the web and information, keeping your skills in shape requires constant attention.

In order to help, the Libraries offer reference assistance by appointment (see our list of subject experts available to meet with you at http://www.lib.umn.edu /about/selector.phtml); at our reference desks; and through our Chat service and 24/7 AskUs program at http://infopoint.lib.umn.edu/.

The Libraries also offer an excellent program of free workshops every term. Check the current offerings at http://www.lib.umn.edu/registration.

In this issue of the newsletter, we review some of the basic tools that databases make available to you to improve the precision of your search and allow you to get exactly what you need, when you need it.

Words matter

Especially in full-text databases and on the web, you need to start any search by stepping back and thinking carefully about what you are looking for. Identify key terms that describe your topic, and be especially careful of alternative terms that may describe the same concept, because the same concept or condition may have different labels in different fields or be spelled differently in different countries. For example, "artifacts" is the American spelling of this term, while "artefacts" is the British spelling. If you need to be comprehensive, you must include all potential terms and phrases.

What if you aren't sure where to start? Step back and assess what you **do** know about your topic:

> Do you have the name of a person/researcher?
> Do you have an event that you wish to study?
> Do you have an article, even from a newspaper or website, or a citation that might be a starting point?

Research is a circular process

Research is often a circular process, not a straight line from point A to point B. More often than not, you will find that the first terms you try may not be the best. That is natural and happens to the experts, not just to the casual searcher. I find that, often, I have at least 3 to 5 search statements before I feel confident that I'm on the right track.

Once I've got a search honed for one database, I sometimes find I'll need to "tinker" with my strategies in order to move that search to another subject database.

A good, first goal may be to try to find one good article on your subject. Once you have that, you have verified that you are on the right track. Using that record, you can look for alternative terms in the abstract and descriptor fields to help develop some potential terms to use. Getting hold of the entire text and references will give you even more of a head start.

Get fancy. Use the advanced search options

Almost all databases available through the Libraries' web page offer some form of advanced searching. Click on this option from within the database and see if this would give you more options for adding terms, combining bits of information, or searching for phrases.

In many databases, the "quick search" option is the default; and this often will limit the number of terms that you can include in your search.

Use available wildcards

Most databases use certain symbols to allow for variations in the spellings of words (such as labor and labour) or for plurals (woman and women) or other variants, for example typing **gene*** to get gene or genes or genetic or genetically.

Each database vendor determines what truncation is allowed in searching that particular database and what symbol will be used. In some cases it is a ?, #, * or other symbol.

The Help screens for individual databases will give you detailed information and examples.

For a listing of the truncation symbols used in many popular databases available through the Libraries, check out one of these listings:

- The University of Texas-Arlington has a good guide to truncation symbols: http://www.uta.edu/library/guides/trunc.pdf.

- Ryerson University has another good guide: http://www.ryerson.ca/library/info /databases/trunc.html

- The University of Illinois at Chicago's guide is at: http://www.uic.edu/depts/lib/lhsu /resources/guides/boolean.shtml

Try some Boolean logic

Search statements may not seem all that logical. However, getting used to the AND, OR, and NOT options will allow you to create relationships between search terms. Often, advanced search screens will allow you to couple many different terms, reflecting a single concept, and then combine these with others to form a more complex strategy.

In conversational English, you may think of your search as wanting anything from "JAMA and Nature and Science" journals. However, if you used this as a search strategy, you would only retrieve articles which appeared in all three of these journals, something a bit unlikely.

Here's a quick overview of the proper way to use these operators.

AND

AND is used when you want **all of the terms** in your search string to be in **each** of the records retrieved. For example, if you want to look for information on the role of nutrition in pregnancy, you might want to state your search as **pregnancy** AND **nutrition.** The resulting records would have to include both terms in order to be included. Venn Diagram A illustrates a simple AND search.

*Venn Diagram A:
Pregnancy AND Nutrition*
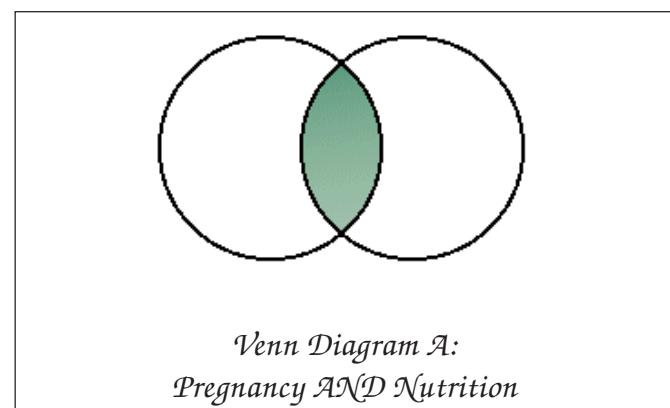
If you wanted to further restrict your results to only those that include the term diabetes, you would add this term to the search string: **pregnancy** AND **nutrition** AND **diabetes**. And so on.

OR

The OR operator is used to **broaden your search strategy**, to increase the number of records that you will retrieve. This is useful in cases where multiple terms may be used to describe a single concept. To find information on anxiety you might want to try different terms that could be used to describe this concept, such as **anxiety** OR **stress** OR **distress** OR **concern** OR **nervous** OR **worry**. To map this, see Venn Diagram B.
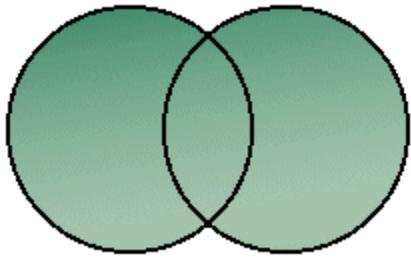
Venn Diagram B: Children OR Infants
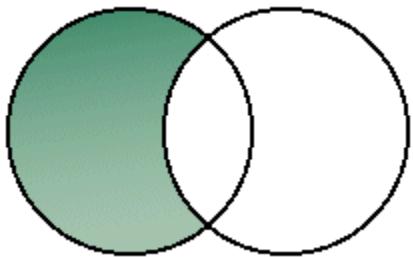
Venn Diagram C: People NOT Infants

As shown in Diagram B, the search is looking for any record that contains either "children" or "infants." Using the OR operator produces more results than single-term searching.

NOT

The NOT operator is one I rarely use and one I often see misused. Computers, we must remember, are not "smart" machines and cannot interrupt our meaning. They only follow the orders that you give them. If the NOT'ed terms appear anywhere in a record, the record will not appear with your results. This can give you skewed results, since the term may appear in places that you are not aware — such as in the affiliation field, etc. — or may appear in an abstract in a way that would not exclude that article from having value to you.

For example, if you want information on laptops but not Palm Pilots, you may inadvertently eliminate articles that might only mention in the abstract that the article itself is not covering Palm Pilots as a way to frame their research project. However, by NOT'ing out

Palm Pilots, you have eliminated that article because the term "Palm Pilot" was included in the abstract. If you are only looking for a few good articles, the NOT may help to limit your result set to fewer documents; however, the quality of those records may not be as good as you would want. The best records may, inadvertently, be dropped. For a representation of the NOT operation, see Venn Diagram C.

Complex Boolean search phrases

In their advance searches most databases will allow for complex Boolean searching. This allows you to be very specific in your search strategies. For example:

> (jail OR imprisonment OR prison OR detention OR incarceration) AND (children OR boys OR girls OR adolescents OR teens) AND (Latino OR Latina OR (Mexican American) OR (Spanish Speaking) OR (Spanish Surname) OR Chicano)

For an excellent tutorial on Boolean search operators, try this from California State University's website: http://multiweb.lib.calpoly.edu/infocomp/modules /04_use/IC3.html.

Proximity operators

In addition to AND, OR, and NOT, many databases also support other operators, known as proximity operators. These allow you to control the location of concepts that are described by more than one term (such as African-American or "hate crimes") or to control how closely the terms are located within a record. Common terms are ADJACENT, NEAR, WITH, and FOLLOWED BY.

For information on these and other potential options, check out the Help sections in any of the databases offered by the Libraries through our web page.

In the Libraries, we have over 200 online databases available through our web page, hundreds more on CD-ROM, and even more in print. If you need help selecting good indexes or databases or need help putting together a good search strategy, remember to check with the information experts here in the University Libraries. We are here to serve!

■ Communications about this column should be addressed to: Nancy K. Herther, Social Sciences Bibliographer, 170b Wilson Library, West Bank, 612-624-2020, n-hert@umn.edu

Creating a good search strategy

Remember all research takes time. It is not necessarily hard work, but it always takes longer than you think it should. Don't give up!

1. Know your topic. Spend a few minutes developing a thesis statement by writing a few sentences about your topic. Examine it for concepts. Do you have a single topic? Or are there multiple topics that need to be connected?

2. Make a list of some of the terms or keywords that might be used to describe these concepts. If you need to, brainstorm with a friend or check some reference work or known articles to get some ideas.

3. Consider any perimeters that might exist. Do you need current information or background information? Do you need reviews or overviews? Do you need books? Articles? Statistics? How far back do you need to go in the literature? If some event you are studying began ten or twenty years ago, you will want to find a database that will cover the entire range of time, so you can, if possible, get everything you need in one place.

4. What professions or fields would have an interest in this issue? Check to see what databases might cover reports or articles from these experts. Child abuse, for example, would be germane to educators, social workers, doctors, and other health professionals, sociologists, social anthropologists, the legal field, etc.

5. Take your core research statement and start to break it into groups of concepts. Start to think of terms to describe each of these and "OR" them together. Connect the concepts with ANDs to form your search statement.

6. Take your search statement on a trial spin in a likely database. Look at the results. Are you getting what you expected? Are there too many records? Too few? Read through the first few records to get an idea of what sorts of information you found. Are they on target? If not, tinker with the search statement; limit it by date, add more terms, or eliminate some of the terms that you used. See if these approaches help to hone the results to a reasonable set.

7. If you still aren't getting anywhere, try another database with your strategy.

8. Go through the results list once you feel you have a good set and select some pertinent records. Find these using MNCAT <http://www.lib.umn.edu> and begin the process of researching your topic.

9. Go back to your original search statement. Are you getting all the information you need? If not, identify the gaps. Perhaps you need to select another database to fill in some of the missing information.

10. If you feel you haven't made any real progress at this point **do not give up**. Just step back. Now may be a good time to stop in the libraries and get some professional advice.

◾ Nancy K. Herther, Social Sciences Bibliographer, University Libraries, http://www.lib.umn.edu

Spring Library workshops

Each term the Libraries sponsor a wide variety of free workshops to help you with you research. A full series of workshops for Spring term are now listed on the Libraries' web page. Check them out at: http://www.lib.umn.edu/registration.

Inquiry-Based Learning Activities

● February TEL seminar

Technology-enhanced inquiry-based learning activities de-emphasize instructor-led "chalk and talk" by enabling students to explore complex processes and datasets in computerized learning environments. The students must evaluate, synthesize, and analyze their own experiences, deriving insight and understanding through an iterative process of hypothesis-construction, testing, reflection, and revision.

● Preliminary readings

Please join us at the next TEL seminar in February. The TEL grant winners below will discuss how they are developing and teaching with a variety of such technology-enhanced inquiry-based learning activities. For details see http://dmc.umn.edu/series/spring04.shtml.

- David Levinson, civil engineering, Twin Cities campus;
- Micky Trent, clinical and population sciences, Twin Cities campus; and
- Nigel Wattrus, geological sciences, Duluth campus.

● Other resources

An overview of the topic, links to the panelists' TEL grant proposals, and information about related campus resources will be available on the DMC website a week before the seminar. A summary of the seminar, a complete bibliography, and profiles of campus projects related to the topic will be available shortly after. For details see http://dmc.umn.edu/spotlight/inquiry-based.shtml.

■ Chris Scruton and Christina Goodland, Digital Media Center

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- Dewey, John. *Experience and Education*. New York: Collier Books, 1963.
- University of Illinois Urbana-Champaign Inquiry Group. "The Inquiry Page." http://www.inquiry.uiuc.edu/index.php.
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- Slavin, Robert E. "When Does Cooperative Learning Increase Student Achievement?" *Psychological Bulletin* 94: 1983, 429–445.

In Memory of Bob Hanson

Robert (Bob) Hanson, an Academic and Distributed Computing Services employee, died suddenly Friday, December 19, following a short illness. Bob, a cheerful, engaging, and interesting co-worker, will be missed and remembered by colleagues, customers, and numerous contacts. Bob was talented in many areas, including voice and acting. You may remember him as a Technology Helpline consultant, dispensing solutions and tips on a wide range of topics, including video conferencing and multimedia. You may have taken a short training course where he was an instructor or assistant, such as a Flash, Premiere, Get Wired, or other digital and video courses. The multitalented Bob provided administrative computer support for the Audits department and was a featured guest in Tech Talk episodes on digital photography and computer breakdown; archives of these past episodes let you hear and see Bob in action: http://techtalk.umn.edu/

✐ McGurran-Hanson Education Fund

Non tax-deductible fund for Bob Hanson's children. Checks payable to Bremer Bank, N.A.; use check's memo section to write in the fund name. Mail to: Ric Davies, 625-2nd Ave S, Suite 300, Mpls, MN 55402. Ques: 612.339.5522, ext. 203.

"I worked with Bob on Tech Talk, and he was always willing to write the video 'roll in' as well as be our 'on camera talent.' Bob not only knew the technical information we were trying to set forth, he knew how to present it in an understandable way, and he knew what would be good video material. He combined all that knowledge with a great sense of humor; he ended every piece he wrote on a very light, whimsical note. Bob was invaluable to our show. He will be truly missed." ✐ Susan Tade ■

From Startribune.com

Robert D. "Bob" Hanson Jr. — "48, loving husband, adoring father, actor, musician, computer guru, funny man with a beautiful voice; left this world on December 19, 2003 following a sudden and confusing illness … Survived by wife of 20 years, Mary McGurran; children, Isaac (16), Gabrielle (12), and Noah (7); parents, Bob and Mary Hanson, Sr.; sisters, Annette (Kelly) Erickson, Pam (Dan) Schmit; brothers, Terry (Brenda) Hanson, Tim (Carolyn) Hanson, Steve (Sue) Hanson; in-laws, Pat and Barb McGurran, Joe (Sandy) McGurran, Kathy (Todd) McGurran-Meinen, Sean (Rachel) McGurran."

I'm a loser

If I told you that I'm a loser, would you believe it? The truth is I am a loser. I have experienced many failures in my lifetime. Failure is a part of everyone's life. The important thing is not that you've failed; it is what you have done with that experience. Have you learned from it?

Don't be afraid to be a loser. Failure is the mother of success! There is not one successful person who at sometime in their life has not experienced failure.

Successful people learn from their mistakes. It's part of what makes them successful. The most successful people learn not only from their own mistakes but also from the mistakes of others.

I see a kind of progression in how much you learn from your failures and how successful you are. The most successful people have the ability to learn from the mistakes of others as well as their own. Then there are those who learn from their own failures. Beyond that there are those who don't necessarily learn from their mistakes, rather they learn to avoid situations where they've experienced failure in the past.

The least successful people are the ones who don't recognize when they have failed. They don't learn at all from their mistakes and usually end up continually repeating them.

So don't be afraid to fail. Instead learn from your failures. Stand back. Re-group yourself. Take the failure as a lesson and learn not to repeat the same mistake. If you learn from your mistakes you will become successful.
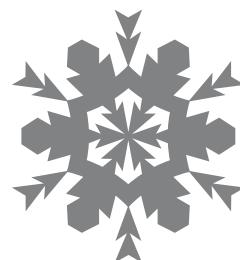
Well, time has gone by quickly. I wrote my first article for the February, 2002 issue of the Information Technology Newsletter. After two years, I have decided that this will be my last article.

Originally I wanted to use these articles to express my personal opinion on changes needed at the University. I wanted to be able to be harsh and even criticize things that I didn't think were for the best. But I have learned that this is not the best place for that type of communication.

So I'm a loser! But I have learned from my mistake. I will continue to periodically write articles; but I will post them on my personal website, which is a better place for me to express my personal opinion. You are welcome to visit my website at http://umn.edu/home/yen.

■ Shih-Pau Yen, Academic and Distributed Computing Services and Networking and Telecommunications Services

The views expressed in this column are the personal opinion of the author and not the official view of the Office of Information Technology.

▼ Help

Computer Misuse or Abuse (also see Procedure 2.8.1.1)
- Emergency Network Help Line 612-625-0006
- Non-emergency, e.g., spamming .... abuse@umn.edu

1–HELP **612-301-4357**

Dial 1-HELP. Listen to the voice menu list of options. Press the number of your desired option.
- Technology Help.................. www.umn.edu/adcs/help

▼ Modem pool for active UM accounts

Internet/PPP: up to 53kps if v.90................ 612-627-4250

▼ Quick Guide

- Internet/Email account options .... www.umn.edu/validate
- Office of Information Technology ....www.umn.edu/oit
- One Stop Services .... onestop.umn.edu
- Techmart .... www.techmart.umn.edu
- Computer Accommodation Program .... cap.umn.edu
- University Computer Services .... www.umn.edu/ucs
- MNCAT/LUMINA (Library) ....www.lib.umn.edu
- UM News Server ....news.umn.edu

Associate Vice President and
Chief Information Officer, Steve Cawley 612-625-8855

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4. your campus delivery code — if you know it (we can look it up; we need it because the newsletter is a bulk mail item)

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Jan 2004 [pantone 295]

- ☐ *Add* (subscribe info below at ☆)
- ☐ *Delete/Cancel* *
- ☐ *Change Name* *
- ☐ *Change Address* *
- ☐ *Change Other* *

* If you cancel or change a campus address, please tell us the **Record No.** Tear off the end page and send the entire mailing label to us. Or send e-mail to: oitnsltr@umn.edu

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