

**A memorial for
Frank Grewe**

Frank Grewe, a respected colleague with 26 years of service to the University community, passed away on February 24. Everyone who uses e-mail at the University is a beneficiary of Frank's professional vision, team building savvy, and expertise in managing the rise of Internet Services. The legacy of Frank's team also includes the on-line directory and the single sign-on authentication infrastructure (CAH) used by all University Enterprise web applications. Creating new systems and caring for his family are part of Frank Grewe's legacy. To help his sons, Frank's colleagues have set up a fund; to contribute contact, kprince@umn.edu. Funeral services were held February 28.



**Replacement of CUFS
financial system 1**

**Refurbished computer
equipment 2**

**TEL seminar summa-
ries and project case
studies on DMC
website 3**

■ **Libraries**

**RefWorks:
bibliographic citation
system 5**

Information Technology

The Good News

About CUFS

In January 2004, a major new project was begun in partnership with our neighbors and partners in the Controller's Office. The long awaited and anticipated replacement of our CUFS financial system has begun!

After a long and complex process of selecting and purchasing a new financial software system, the process of implementation has begun; PeopleSoft's solution was chosen by the selection process.

The next 18 months

Over the past several years the University of Minnesota has learned a great deal about implementing large, complex systems. One result is that we will be spending the next 18 months learning more about the PeopleSoft system and how it works, in order for our business groups to best learn how to use the new system. The major implementation will begin after this first phase is completed.

A tremendous number of people will be involved in the project over the next few years.

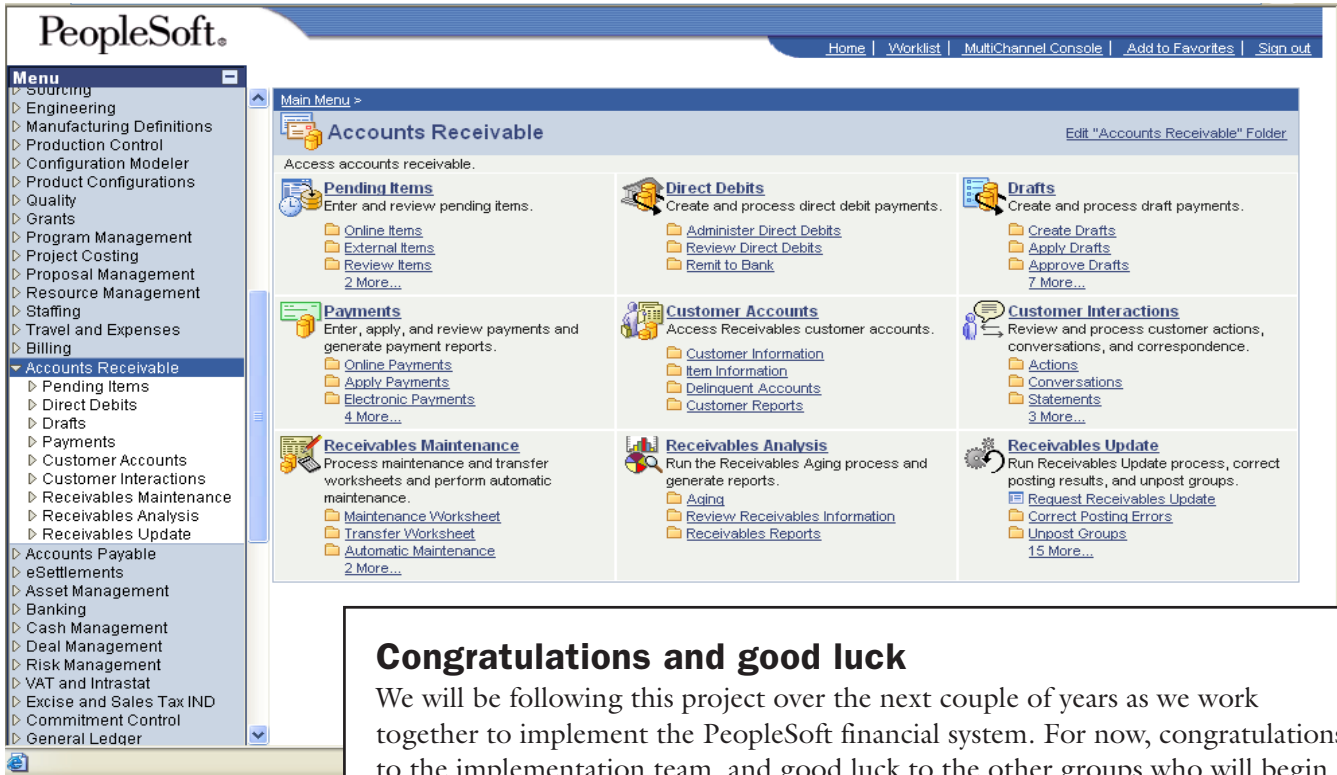
As a great beginning, our own OIT folks in the Central Computing and Operations group have started the project by accomplishing the initial implementation of the vanilla system. About 15 individuals, led by Lois Stark, manager, worked with a certified implementer from PeopleSoft.

PeopleSoft Financials System

As a result, we have a certified installation of the PeopleSoft financials system. This is a tremendous accomplishment and was done on schedule so that business groups can start their work beginning March 1, 2004.

**The long awaited
and anticipated
replacement of our
CUFS financial
system has begun!**

Sneak Preview



Congratulations and good luck

We will be following this project over the next couple of years as we work together to implement the PeopleSoft financial system. For now, congratulations to the implementation team, and good luck to the other groups who will begin working on the project over the next several months!

■ Scott Ruud, Deputy CIO, Enterprise Application Systems

Like New

<http://www.umn.edu/ucs>

Refurbished computer equipment

University Computer Services (UCS) offers refurbished computer equipment for resale at competitive prices to the University of Minnesota community. All computer equipment is tested by UCS hardware technicians and includes a 30-day warranty, unless otherwise stated on the computer equipment. The equipment includes

Macs, Windows PCs, monitors, laptops

Improved website

UCS has improved its website to list all its refurbished computer equipment for sale. This detailed for sale list

is updated nightly. Customers can also have the option to sign up for automatic UCS e-mails regarding recently added computer equipment for sale or exclusive UCS promotions.

To review the current list of computer equipment for sale or to sign up for the e-mail lists and/or promotions, visit the UCS website:
<http://www.umn.edu/ucs>

You can also contact UCS at 612.624.4800 for more information.

■ Renee Rivers, <http://www.umn.edu/ucs>

TEL Seminar Summaries & Project Case Studies

We have added to our site summaries of the technology-enhanced learning (TEL) seminars that have been held this academic year, plus case studies of over a dozen projects discussed at the seminars. The seminar summaries, along with links to the project case studies, bibliographies of related literature, and information about related campus resources, are published on our Spotlight Issues pages: <http://dmc.umn.edu/spotlight/>

An excerpt from one of the project case studies appears below.

Tools for creating virtual integrated care scenarios case study

Mary Jo Kreitzer, the director of the Center for Spirituality and Healing on the Twin Cities campus, Louise Delagran, an education specialist at the center, and their development team are creating a set of templates designed to illustrate different parts of a typical patient care scenario. Faculty members and other experts in the health sciences will be able to create online scenarios without any knowledge of web programming by entering the details into an easy-to-use web-based input tool. Their students will be able to interact with the simulated patients, select care plans based on the interactions, and obtain feedback online.

Instructional goals

Interest in complementary and alternative medicine (CAM) is stimulating changes in the health sciences. One of the strategic goals of the Center for Spirituality and Healing is to integrate core CAM competencies into the Academic Health Center's health professional training programs. As part of an analysis conducted by an instructional designer at the center, faculty members in nursing, medicine, and pharmacy have indicated in interviews that patient case studies are a key instructional strategy. Specifically, integrated-care scenarios could meet the following instructional needs:

- model integration of care (different health care providers working together as a team),
- model relationship-centered care,
- teach complementary medicine approaches, and
- provide authentic patient issue scenarios.

Technology strategies

However, the instructional designer who conducted the analysis also identified obstacles to creating these scenarios, such as the limited availability of content experts, the cost of their time, and the need for the scenarios to apply across disciplines.

Kreitzer and Delagran decided to develop the templates using Macromedia Flash software and the input tool with extensible markup language (XML) so that faculty members can develop the scenarios on their own, select the templates relevant to their disciplines, enter data easily, and see it immediately formatted online. A student using a typical scenario might see the screens listed below.

- **Introduction:** Text introducing the patient and his or her symptoms is displayed.
- **Goals:** A list of goals the student should meet by applying methods learned in class is displayed.
- **Patient interaction:** A photograph of the patient is displayed. The student can type a keyword in a search box and a list of possible questions to ask the patient are displayed.
- **Patient response:** Text of the patient's answer is displayed. The student can select a button to get text clues about the patient's "Body Language." A box also is displayed with text feedback.
- **Reflect on interaction:** Questions about the emotions of the patient, care provider, and others are displayed for the student to consider.
- **Feedback on interaction:** Key questions and statements the student chose and did or didn't respond to and ineffective questions or statements the student chose are displayed.
- **Plan of care:** The student can select care options from a list of possibilities.
- **Patient response:** Text of the patient's response to the suggested treatment is displayed.
- **Feedback on plan of care:** Lists of appropriate and inappropriate care options the student selected are displayed along with appropriate care options the student did not choose.
- **Follow-up plan:** The student can type in a follow-up plan.
- **Summary:** Text summarizing the interaction and the suggestions on the feedback are displayed.

A faculty member or other expert using the input tool will see a table in which he or she can type patient and student questions and statements. He or she also will be able to consult a workbook containing instructions about how to use the tool and instructional design tips.

Kreitzer and Delagran plan to offer workshops to faculty members in April 2004 and will be available to consult with faculty members about how to use the tools.

Learning outcomes

Kreitzer and Delagran expect to finish the initial templates and the input tool by March 2004. They plan to use formative evaluation methods to obtain feedback from representative faculty members in medicine, nursing, and pharmacy departments and summative evaluation methods to obtain feedback from students who use the tool.

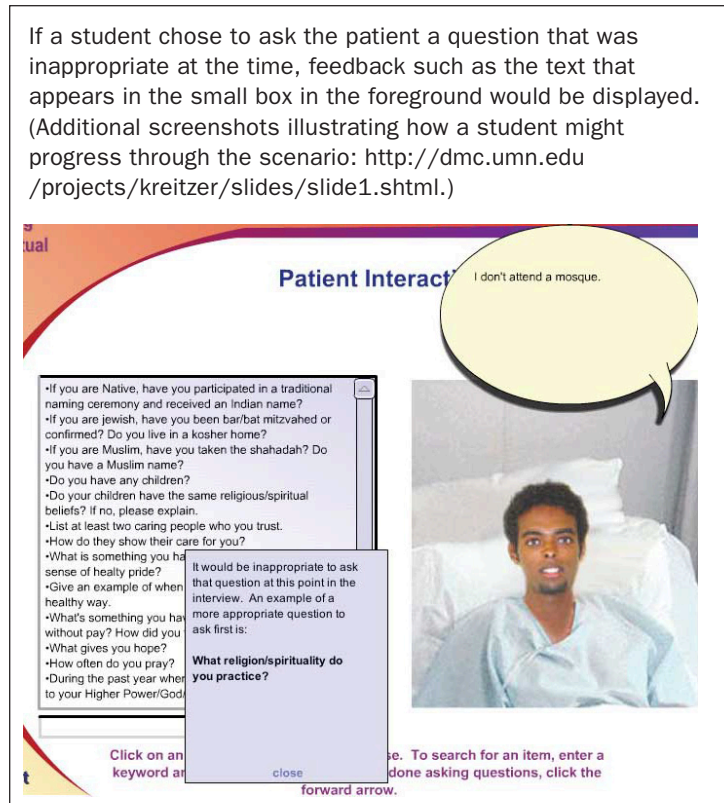
- For details see their TEL grant proposal: <http://dmc.umn.edu/grants/2002/Kreitzer.pdf>
- For more information about this project, see: <http://dmc.umn.edu/projects/kreitzer/>

Upcoming TEL seminars

Two more seminars will be held this spring. More information will be published in the Spotlight Issues section of our website two weeks in advance of each seminar. We will publish a brief overview of the seminar topic, citations to articles you may want to read before attending the seminar, and information about related campus resources. A few

Figure 1: Patient interaction screen

A screen shot of a patient interaction screen from a prototype scenario being created by Kreitzer, Delagran, and their development team.



weeks after each seminar, we will add a summary of the discussion, any additional citations or information about resources highlighted at the seminar, and profiles of the projects presented by the panelists. Access the information here: <http://dmc.umn.edu/spotlight/>

- Christina Goodland, Digital Media Center

Figure 2. Upcoming March & April, 2004 TEL Seminars

<ul style="list-style-type: none"> ■ March 30, noon to 1:30, 101 Walter Library ■ Student Views of TEL: The panelists will discuss how students perceive learning with technology and what they think are the most useful technology-enhanced learning (TEL) strategies. ■ Panels <i>Moderators</i> • Marvin Marshak, School of Physics and Astronomy, J. D. Walker, Digital Media Center — both from the Twin Cities campus <i>Participants</i> • U of M Twin Cities students 	<ul style="list-style-type: none"> ■ April 27, noon to 1:30, 101 Walter Library ■ Disciplinary TEL Teaching Communities: The panelists will describe their technology-enhanced learning (TEL) communities of practice. ■ Panels <i>Moderator</i> • Linda Jorn, Digital Media Center, Twin Cities <i>Participants</i> • Maria Emilce Lopez, Department of Spanish and Portuguese Studies; Susan Henly, School of Nursing; William Riley, Division of Health Services Research and Policy; Micky Trent, Department of Clinical and Population Sciences — all from the Twin Cities campus
---	---

RefWorks

A Bibliographic Citation Management System for the Whole University

Julia Kelly, University Libraries, <http://www.lib.umn.edu>

Web-based citation manager

RefWorks is a web-based citation manager provided by the Libraries for all University of Minnesota-Twin Cities' faculty, students, and staff.

Like other popular software programs — for example, EndNote, Reference Manager, and Pro-Cite — RefWorks allows the user to collect citations to a variety of materials, such as journal articles, books, book chapters, music scores, maps, and patents. The citations may be searched by author, title, and many other parameters.

Output may be in the form of a stand-alone bibliography, formatted to any of the nearly 200 styles that are available. RefWorks also works in conjunction with Microsoft Word to create documents that cite the references properly in the body of the work as well as format the accompanying bibliography in the style selected by the user.

Create shared accounts

Unlike the other similar programs that require loading software on your computer, RefWorks is web-based, so users may access their accounts from any location. Individuals may set up more than one account; and accounts may be shared, allowing members of research groups to each access the same information.

Since it became available in early November 2003, over 1,300 accounts have been established in RefWorks, including freshman, senior faculty members, returning graduate students, and staff members. Instructors are encouraging their students to take advantage of it, and lab groups have opened shared accounts and moved references from EndNote into RefWorks.

Fee paid the Libraries

Another big advantage of RefWorks is the savings to the individual user. Although the University Libraries pays a fee for access for the entire University commu-

nity, individuals are not charged. Other citation management software costs \$100–200 per license, even with an educational discount, putting it out of reach for most students and many staff and faculty.

4 ways to build a database

There are four ways to add references to RefWorks, and three involve the electronic transfer of information.

- One allows the user to search a selected number of free indexes using RefWorks itself. The indexes that are available to be searched are mostly library catalogs, such as MNCAT or the catalog from the Library of Congress.

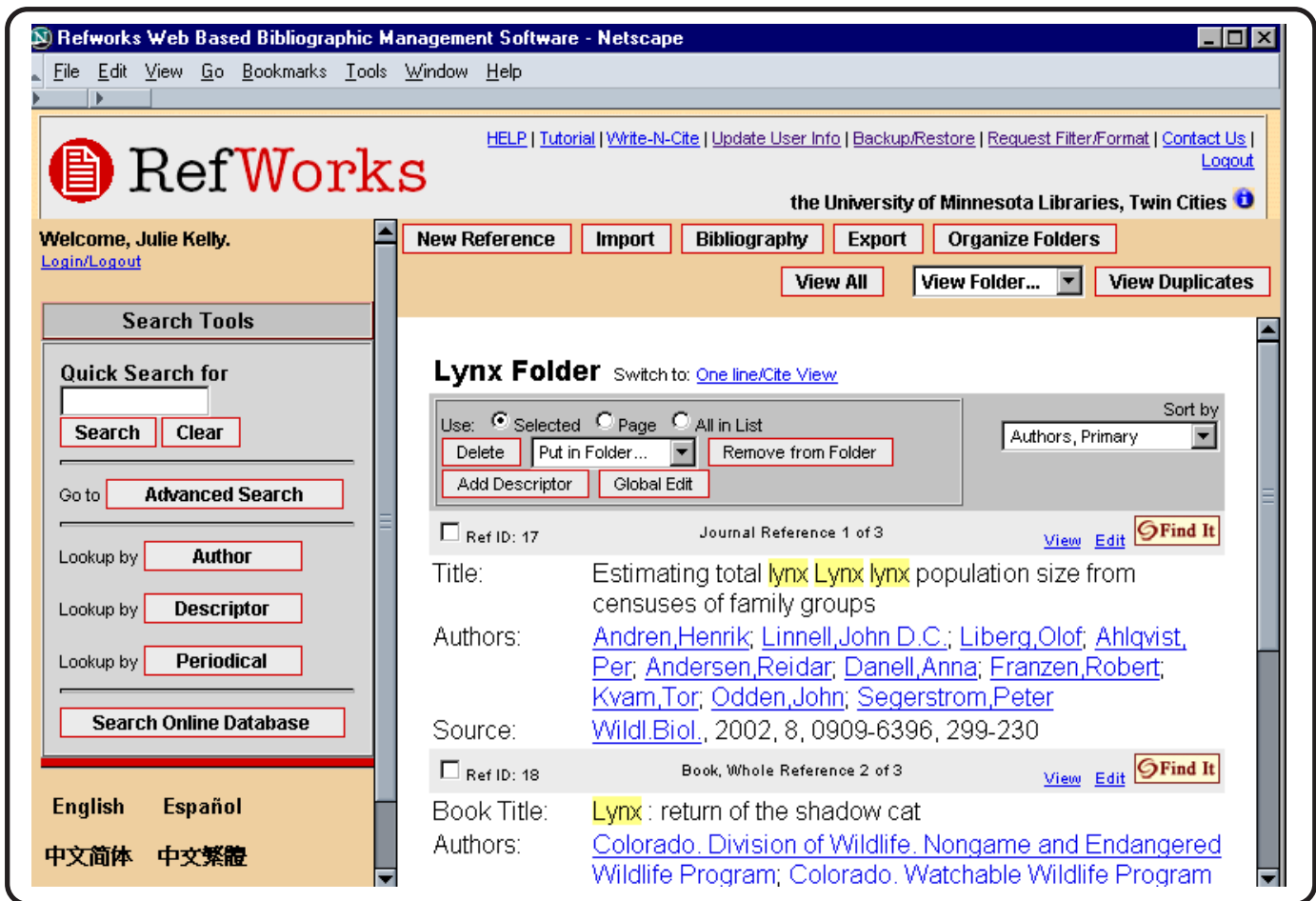
One notable exception is PubMed, the National Library of Medicine's version of the Medline database, which covers journal articles in medicine and related fields.

- Another method of populating a RefWorks database is to use the "Export" or "Direct Export" feature that some indexes have developed.

When searching in EconLit, ERIC, Pollution Abstracts, or any other of the growing number of indexes that support this method, the searcher simply selects the citations to be transferred, and chooses "Export" as an output option, instead of print, e-mail, or save. The citations are sent directly into the users' RefWorks database.

- The last electronic import option involves saving citations to a file and importing them into RefWorks.

The particular steps vary a bit between the many indexes that the University Libraries provide for users. Step-by-step directions have been written for most of the indexes. They may be found on the University of Minnesota RefWorks website under the "**Importing Citations into RefWorks: Guides:**" <http://www.lib.umn.edu/refworks/>



- The fourth method is manual and employs typing or cutting and pasting into one of the RefWorks templates.

Organizing with RefWorks

Another improvement over other citation managers is RefWorks' flexible system of folders. The "All" folder contains every citation a user has added to their RefWorks database; and any number of folders, which are subsets of "All," may be easily created, renamed, sorted, or deleted.

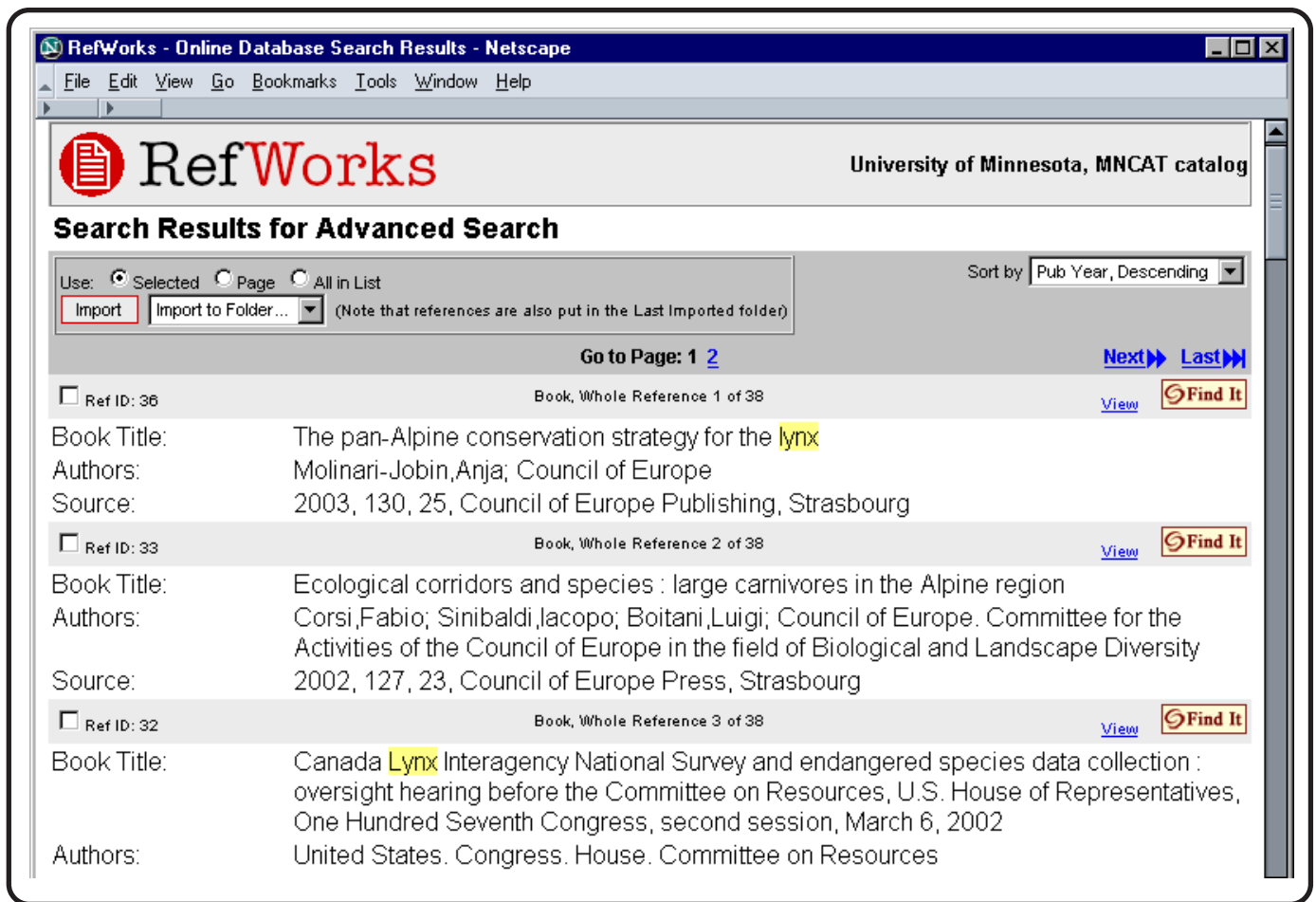
As with the other products, RefWorks may be used to either drive or inform the physical organization of the items that a user has in his or her office or lab. All items in one RefWorks folder could be in a corresponding file folder or shelf, or the location of the print item can be noted in the call number or another field in RefWorks.

"Find It" — the service that provides links from many indexes to information about whether the University has the book or journal article — works in conjunction with RefWorks. Citations in RefWorks have a Find It button, and clicking on it will lead to information about whether the University owns the particular item in question and, in some cases, the user will be sent directly to the full text of the article.

Output styles with ease

Perhaps the biggest timesaving aspect of RefWorks is its ability to create output in a variety of styles. There are currently about 200 available, including APA, MLA, and Turabian. More are added each month, generally in response to user requests.

To make a stand-alone bibliography of selected items from a RefWorks database, simply check off the citations and choose a style from a drop-down list.



Microsoft Word plug-in

Users may draw upon the power of RefWorks while creating documents in Word, too. For RefWorks and Word to communicate, the small “Write-N-Cite” plug-in must be downloaded from the RefWorks site.

Write-N-Cite looks like a no-frills version of the full RefWorks. Each citation has a accompanying “Cite” button which allows the user to paste information about that citation into the Word document in the proper location.

When all of the citations have been placed in the Word document, a style may be selected, and RefWorks and Word work together to create a new document that has the references formatted at the end and also has them properly cited in the text.

Learning more

There are many options for learning how to use RefWorks:

- Take a hands-on class at one of the Libraries
- Go through the tutorial
- Stop in one of the Libraries for a brief introduction
- Study the step-by-step guide
- Ask a colleague for tips

Information about these methods, as well as other useful information about RefWorks, may be found here: <http://www.lib.umn.edu/refworks/>

■ Julia Kelly, Reference Librarian, Magrath Library, St. Paul Campus Libraries, jkelly@umn.edu

▼ 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

Subscribe/Unsubscribe



This newsletter is published monthly; it is an information resource for the University of Minnesota. We maintain two mailing lists. You can subscribe to one or both: an e-mail list and a paper mailing list. Paper copies are free but are mailed only within the USA.

**Complete subscribe/unsubscribe details at:
www.umn.edu/oit/newsletter/subscriptions.html**

● The subscriber information we need for paper copies mailed to a UM campus mail address is listed below.

If you use a campus mail address, you will receive your paper copy sooner and will save us money.

1. the recipient's name
2. the recipient's department
3. the departmental mailing address (note: this address is usually different from your personal office address; the Campus Mail section of your on-line directory entry lists your campus mail address)
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)

Newsletter subscription information and archives at <http://www.umn.edu/oit/newsletter>

©2004 by the Regents of the University of Minnesota. All rights reserved. The University of Minnesota is committed to the policy that all persons should have equal access to its programs, facilities and employment without regard to race, color, creed, religion, national origin, sex, age, marital status, disability, public assistance status, veteran status or sexual orientation. This publication is available in alternative formats upon request.

Twin Cities campus address label trivia: 1st # is record #; 2nd # is your Campus Mail delivery code, http://umn.edu/lookup

March 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

