What's Inside   OIT

Vol. 8 No. 5

Please join us for the next TEL seminar

November 1, 2004
noon–1:30 p.m.
402 Walter Library

Tech Talk

The second season of Tech Talk began airing on April 4, 2004 on public television stations in Minnesota. Look for these topics in October, 2004: Accessibility Online, Creating Web Pages, and E-Commerce.

The third season begins in January, 2005.

For archived episodes and more details visit: http://techtalk.umn.edu.

UMN

Information Technology

DMC Spotlight Issue

Enhancing Student Learning

With self-assessment activities

Each month, Digital Media Center (DMC) consultants publish a "Spotlight Issue" article on our web site about a current technology-enhanced learning (TEL) issue highlighted at sessions of the TEL Seminar Series, in our classes, or at our program or project meetings. This month's article is excerpted below.

November TEL seminar

Self-assessment has been defined as "the involvement of students in identifying standards and/or criteria to apply to their work and making judgments about the extent to which they have met these criteria and standards" (Marcy, p. 4).

Self-assessment can help students
● **become self-directed learners**
● **engage in metacognition**
● **become lifelong learners**

Self-assessment can be implemented in the classroom in a number of different ways. For instance, students' self-assessments might figure into the final grades for a learning activity, or instead simply may be graded as learning activities in their own right. Instructors who wish to take the first route will be interested in meta-analyses of studies that compare student self-ratings with those given by teachers (e.g., Boud, Chapter 12).

Self-assessment is practiced at the institutional level at Alverno College, where faculty members believe that self-assessment can help students to:

■ become self-directed learners, and thereby become responsible for their own education;

■ engage in metacognition, because self-assessment requires internalizing criteria of quality for a given ability;

■ become lifelong learners, because self-assessment gives them the ability to determine where they stand in relation to criteria of quality.

(See the Alverna College web site at: http://depts.alverno.edu/saal/selfassess.html.)

Furthermore, self-assessment has the potential to empower students by changing the usual power dynamics in the classroom. Students learn that it is not them as people being assessed, but particular performances in particular contexts. This reduces pressure related to the assessment, since any given performance might be atypical and might be improved upon.

November 1 TEL seminar

Please join us at the next TEL seminar: November 1, 2004, noon–1:30 p.m. in 402 Walter Library.

Moderator Kristin Janke from the School of Pharmacy on the Twin Cities campus and the TEL grant winners below will conduct a panel discussion about developing and teaching with technology-enhanced self-assessment activities:

● Simon Hooper, Department of Curriculum and Instruction, Twin Cities campus;

● Vickie Mikelonis, Department of Rhetoric, Twin Cities campus;

● Ben Munson, Department of Speech-Language-Hearing Sciences, Twin Cities campus; and

● Susan Rose, Department of Educational Psychology, Twin Cities campus.

Please join us

TEL seminar

November 1, 2004
noon-1:30 p.m.
402 Walter Library

For information about the other fall seminars, see http://dmc.umn.edu/series/fall04.shtml.

Preliminary readings

Marcy, Tom. "Self Assessment (as Practiced by Alverno College Students, with Faculty Direction)." Lakeland College. http://www.lakeland.edu /Assessment/pdfs/SelfAssessment25Aug03.pdf (accessed 10 September 2004).

> This brief article provides an overview of self-assessment practices at Alverno College. Marcy distinguishes self-assessment from related concepts; describes several of the assumptions that underlie the use of self-assessment; and addresses issues of student motivation and attitude. Quotations from Alverno students illustrate the effects of self-assessment on students' learning experiences.

Lowe, John P. "Assessment That Promotes Learning." Pennsylvania State University, Center for Excellence in Learning and Teaching. http://www.psu.edu/celt /Lowe.html (accessed 10 September 2004).

> This practical essay is concerned with students' self-assessment of the learning process. It describes a number of very useful ways to encourage students to engage in metacognition. These include:

> ■ a day 1 questionnaire that encourages students to think about course goals, study expectations, their own preparation, etc;

http://dmc.umn.edu/series/fall04.shtml

- a self-analysis of performance on the first exam that encourages students to analyze why they failed certain items and to make a plan for improving; and

- a second exam followup that requires students to analyze the effectiveness of the first exam analysis and to compare how they prepared for both exams.

Boud, David. *Enhancing Learning through Self-Assessment*. London: Kogan Page, 1995.

This thorough and useful book provides a comprehensive introduction to the theory and practice of student self-assessment. Boud begins by clarifying the concept of self-assessment and proceeds to connect self-assessment with established principles of educational theory as well as with educational practice. He addresses the issue of the accuracy of students' self-assessments and provides examples of the implementation of self-assessment in a variety of academic disciplines.

Campus resources

The resources below may help you further explore the use of technology-enhanced self-assessment activities.

- Meet with one of our consultants to get help planning and designing technology-enhanced self-assessment activities. See http://dmc.umn.edu /consultations/.

- Learn more about self-tests on the Tutorials and Self-Tests page at http://dmc.umn.edu /strategies/tutorials.shtml.

- See a Macromedia Flash-based matching game and quiz you can customize for your own use in the Learning Objects section of our site at http://dmc.umn.edu/objects/quiz/quiz.shtml and http://dmc.umn.edu/objects/matching /matching.shtml.

- Get an introduction to teaching with technology in our short courses, such as TEL: Implementing Teaching Strategies with WebCT and TEL: Active Learning With PowerPoint. See http://training.micro.umn.edu/ShortCourses /ClassList2.cfm?Sort=Category#16.

- Use the University's MyU portal to enable students to take self tests and participate in polls: https://www.myu.umn.edu.

- Several of the panelists are extending self-assessment projects for which they were previously awarded TEL grants. To learn more about Simon Hooper and Susan Rose's project, see the Exemplary Project case study on our web site at http://dmc.umn.edu/projects/rose/rose-case.shtml. To learn more about Vickie Mikelonis' project, see the Exemplary Project case study on our web site at http://dmc.umn.edu/projects /mikelonis/mikelonis-case.shtml.

Other resources

This article and links to the panelists' TEL grant proposals will be available on the DMC web site a week before the seminar at http://dmc.umn.edu /spotlight/self-assessment.shtml.

A summary of the seminar, a complete bibliography, and profiles of the panelists' projects will be available on that page shortly thereafter.

J. D. Walker and Christina Goodland, Digital Media Center

Meet with a consultant.

Learn more about self-tests.

See a matching game and quiz you can customize.

Get an introduction to TEL.

About Video Network Services

VNS 1001 refresher

A s the Twin Cities campus comes back to life for the 2004-05 academic year, we want to remind faculty and staff about the many services available through VNS, Video Network Services.

Range of services

VNS oversees the operation of the video network, serving as a video gateway providing numerous types of video distribution connectivity including H.323 and ISDN interactive video conferencing, video streaming, satellite uplink/downlink feeds, overflow audience feeds, video recording, and video duplication services.

For interactive video conferencing, VNS provides scheduling and room operation for all your program conferencing needs, connecting from the Twin Cities to state, national, and international sites. This service provides two-way video and audio links along with up-to-date room technology to meet your presentation needs.

Conference connections

This fall VNS is providing interactive video conference connections for about 70 credit courses and seminars.

Non-credit events — including meetings, workshops and training sessions — are scheduled on a first come, first served basis. This is a fee-based service.

Working with the DMC

VNS works closely with the Digital Media Center (DMC) Video Production group to provide technical support for live or recorded video programming from campus venues. We can help when programming distribution requires coordinate campus broadcast feeds; video streaming (live or on-demand) for Real

VNS oversees the operation of the video network, serving as a video gateway.

and QuickTime users; satellite uplinks or downlinks; audience overflow feeds; or video projection feeds.

No fiber connection? V-Brick may help

VNS added a new tool to their toolbox this past year with the purchase of a V-Brick, which will allow connectivity (in most cases) from campus venues that presently don't have fiber connections to the VNS distribution routers.

Duplication service

VNS expanded their video duplication service by adding the capability of doing video to DVD transfers. VNS can also accommodate other video tape formats, including VHS, SVHS, Beta, DVCam, 1", and VHS International formats.

Questions?

If you have questions regarding VNS services,
- visit our web site at http://www.umn.edu/vns
- e-mail us at vns@umn.edu

▨ Lyn Weiler, Video Network Services, http://www.umn.edu/vns

Digital Dissertations

Finding advanced research resources online and in print

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

*I*n the past few years we have implemented significant improvements in our access to dissertations here at the University, changes in the search interface to the Digital Dissertations database as well as changes in how you can access dissertations held in the University of Minnesota Libraries.

Dissertations: a long history

The first U.S. Ph.D. program was established in 1860 at Yale University. The first dissertation recorded was by James Morris Whiton in 1861; titled "Ars longa, brevis vita," the dissertation was handwritten and only six pages long.

The earliest dissertation I found from the University (UMN) was by Charles Burke Elliott, titled *United States and the Northwestern Fisheries: A History of the Fisheries Question*, for which he was granted a doctorate in 1888. This was the only dissertation listed for UMN prior to 1890. However, we've made up for that in the following years, as shown in Table 1.

Table 1

Years	Number of UMN Dissertations in Dissertation Abstracts
1888 – 1900	17
1900 – 1940	1,235
1940 – 1970	7,577
1970 – 2000	17,953
2001 – 2004	1,796

The grand total for the University of Minnesota is given as 27,881.

Searching Dissertation Abstracts

Dissertations are a rich source of information on new and emerging research fields. Since most include extensive background or literature reviews, they can be very helpful to anyone looking for a quick summary of current thinking on a topic or a brief overview or history of some event or person. Undergraduates, too, can find dissertations very useful in researching their class papers.

To get to Digital Dissertations,
• click on "Indexes" from the Libraries' main web page at http://www.lib.umn.edu
• then click on "D" and go through the listings of databases starting with the letter D and select Digital Dissertations.

The database is available to any current student, faculty, or staff member of the University of Minnesota, Twin Cities campus.

Digital Dissertations contains bibliographic records describing doctoral dissertations and master's theses in all subject areas. For older titles, bibliographic cita-

Downloading tips

If you find a dissertation available full-text and select the "download" option, you will be asked to give your e-mail address. The dissertation will be sent as a PDF file to your e-mail account.

File size and download speed

These dissertation files are big! File sizes of 20MBs or larger are not uncommon.

If you plan to download via a modem, prepare for a long wait. If you do not have a cable or DSL connection, try downloading via an ethernet connection, directly to the machine on which you'll be viewing or printing the file.

If you download to one machine in hopes of transporting the file to another, make sure the former allows for transfer of the file over the network (FTP) or saving to an adequately sized disk.

Note that it is possible to request a file on one machine and perform the actual download up to 72 hours later on another.

tions, only, are given. Abstracts are included for each dissertation record since 1980 and master's theses since 1988. This includes dissertations from more than 1,000 universities.

Since 1997, some dissertations are included in the database for full-text, digital access. If you wish to see a dissertation by a University of Minnesota author or any other CIC (Committee on Institutional Cooperation) institution, current UMN students, faculty, and staff can download the dissertation at no charge as a PDF file. All 12 CIC institutions are listed at this site: http://www.cic.uiuc.edu/CICUniversities.shtml.

The database also allows you to display the first 24 pages of recent dissertations from other institutions, at no charge. However, if you want to see a dissertation from another institution, you will need to request it via material interlibrary loan at https://www.lib.umn.edu /ordering/ill.phtml.

Although you can order your own personal copy from within the database, we discourage this since we can get the print or electronic full-text at better prices than are available from the vendor.

More information on electronic theses and dissertations (ETD)

Check out some of the web sites below for more information on electronic theses and dissertations.

■ This University of Virginia site provides good links to articles, reports, and other items of note on the topic, including a list of electronic discussion lists related to ETD, a bibliography, and links to other universities' efforts. See http://etext.lib.virginia.edu/ETD/about/.

■ The Virginia Tech Electronic Theses and Dissertations web site has good information for graduate students thinking of submitting an electronic thesis and for the rest of us. See http://scholar.lib.vt.edu/theses/.

■ The Networked Digital Library of Theses and Dissertations project, funded by the U.S. Department of Education's Fund for the Improvement of Post-Secondary Education provides good sets of links and useful information. See http://www.ndltd.org/.

Figure 1: Field Searching in Dissertation Abstracts

Field	Abbr	Example
abstract	ab	ab (impressionism)
advisor	ad	ad (Jones, Robert)
author	au	au (Nolte)
date	da	da (1990:1995), da(>1970); da(<1985) This is the date of the degree.
degree	dg	dg (PHD) Schools may have different names and acronyms for their degrees.
language	la	la (french) For dissertations in foreign languages prior to 1988, see online help.
school	sc	sc (University of Minnesota) or by school code sc (0130) [see online help for list] 0130=UMN
subject	su	su (Speech Communication) or by subject code su (0459) [see online help for lists]
title	ti	ti (norwegian and art)
year	yr	yr (1998)

For more information on all these options and details, see the information as you enter the database online.

Intuitive interface, built-in help

The interface software is intuitive; and to help you navigate the database, there is a very good set of built-in help menus and search tips. The software is sophisticated and allows you to search in a variety of fields for a wealth of information, not only on dissertation topics but also on the process of dissertation publishing.

For example, you are able to search by adviser's name, date of the degree, type of degree awarded (Ph.D., MLS, MBA, etc.), language of the dissertation, and by school awarding the degree.

A complete listing of the searchable fields is given in Figure 1. For more tips on searching the database, check out this important web-based user's guide, developed by Wilson librarian Gwen Schagrin: http://wilson.lib.umn.edu/reference/digitaldiss.html .

The future

Digital dissertations are becoming the norm, as more and more universities are establishing digital dissertation options for students. To learn more, see the web sites noted in the "More information on electronic theses and dissertations" box in this article.

Locating UMN dissertations and theses

Once you get a citation for a dissertation from the UMN, where do you go next to locate Doctoral Dissertations and Master's Theses? Dennis Lien, from the Wilson reference department, has written an excellent guide to help you find these dissertations and gives you more searching tips to locate titles in either Dissertation Abstracts or in MNCAT.

The guide is located at: http://wilson.lib.umn.edu/reference/uofmdiss.html.

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

Unique dissertation titles

Who said writing a dissertation can't be fun? Here are some real dissertation titles from the Digital Dissertations database.

- Life's Little Problems . . . and Pleasures: Watching Soap Operas (QVQ91-02565)
- Electrical Measurements on Cuticles of the American Cockroach (QVQ66-08750)
- Determinants of Flossing Behavior in the College Age Population (QVQ83-21137)
- Classification of Drinking Styles Using the Topographical Components of Beer Drinking (QVQ82-07677)
- Garage Sales as Practice: Ideologies of Women, Work, and Community in Daily Life (QVQ90-32549)
- Finger Painting and Personality Diagnosis (QVQ00-00801)
- Communication Use in the Motorcycle Gang (QVQ89-06234)
- Ritual Drama in American Culture: The Case of Professional Wrestling (QVQ89-18545)
- An Adaptive Surfing Apparatus (QVQ13-06897)
- I Am You, You Are Me: A Philosophical Explanation of the Possibility That We Are All the Same Person (QVQ86-28990)
- Jock and Jill: Aspects of Women's Sports History in America (QVQ79-10447)

Dissertation tidbits

Fifty-six years after Nina Rubinstein fled Nazi Germany, she returned to Frankfurt at age 81 to defend the dissertation she submitted in 1933. She was awarded her Ph.D. in 1989.

Gordon Wallace's dissertation on race-walking helped win him a doctorate in physical education from the University of Texas. A retired army officer who took up the sport after heart surgery, he earned his Ph.D. in 1989 at the age of 79.

"The dissertation that wouldn't die." The University of Chicago accepted Frank P. Bourgin's work, comparing New Deal social reforms to the founding fathers' intentions, 44 years after its initial rejection because of allegedly unwarranted conclusions. Since then, other historians have come to share his views; and in 1985 Arthur Schlesinger, Jr., prevailed on the University to reconsider. Bourgin finally won his Ph.D. in 1988 at age 77.

▼ 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 Accommodations Program .... cap.umn.edu
- University Computer Services .... www.umn.edu/ucs
- MNCAT/LUMINA (Library) .... www.lib.umn.edu
- UM News Server .... news.umn.edu

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Chief Information Officer, Steve Cawley 612-625-8855

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

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