

Improving educational access with technology, a land grant institution issue 1

Good News: we live in Minnesota 4

U Libraries: new investments in the Libraries 5

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▼ **Changes to Autofiling**

Last month's issue announced a new e-mail implementation that will improve e-mail service for everyone: autofiling. Now those with large inboxes (over 20MB) will have mail that is over 90 days old moved to a folder called Autofiled. (Previously, files over 100 days old were to be moved, and the folder they were moved to was to be called Archive.) Read more about autofiling in the September issue and online at www.umn.edu/adcs/accounts/emailautofiling.html

Information Technology

DMC Spotlight Issue

Using Technology to Improve Educational Access

Each month, Digital Media Center (DMC) consultants publish a "Spotlight Issues" 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.

As a land grant institution, the University of Minnesota is charged with the diffusion of knowledge to the citizens of Minnesota. At the next technology-enhanced learning (TEL) seminar, panelists will discuss how the use of learning technologies can address one aspect of diffusion, improving "access," whether such access constitutes dissemination of University research and services to professional communities and the general public or the involvement of communities outside the University in research and service work.

Please join us at the November TEL seminar

TEL Seminar: Using Technology to Improve Educational Access
November 2, 2005 (Wednesday), noon to 1:30 p.m.
155 Peters Hall (1404 Gortner Ave.), St. Paul, Twin Cities campus

The seminar also will be available live online via Macromedia® Breeze™. Sign up at <http://dmc.umn.edu/series/tel-seminar-breeze.shtml>

Chris Scruton, a senior educational technology consultant at the DMC, will moderate a discussion among the following panelists:

- Melissa Avery, School of Nursing, Academic Health Center, Twin Cities campus;
- Michael C. Brown, Department of Pharmaceutical Care and Health Systems, College of Pharmacy, Twin Cities campus;
- Helen Mongan-Rallis, Department of Education, College of Education and Human Service Professions, Duluth campus; and
- Jenni Swenson, Department of Soil, Water, and Climate, College of Agricultural, Food, and Environmental Sciences, Twin Cities campus.

The panelists currently are working on projects to improve educational access (see below) and will discuss topics such as the following:

- the technical, cultural, logistic, and pedagogical challenges involved in creating communities of practice online;
- roles and responsibilities (e.g., academic-professional synergies; faculty leadership and buy-in; training, technical, and development support at the departmental, collegiate, and central level; technological infrastructure);
- techniques for assessing whether resources meet users' needs and evaluating the quality of resources and experiences;
- intellectual property, promotion, tenure, accessibility, learning styles, and quality assurance issues, etc.; and
- target outcomes (e.g., improving and supporting professional practice; involving the community in research; designing for noncredit and distance audiences).

Campus projects

The panelists are currently working on the related 2005 TEL Grant Program projects:

- Avery, Melissa D., Janet Shanedling, Merrie Kaas, Kevin Smith, Kim Klose, Manda Lo, and Paul Ceelen.

“Faculty-Friendly Tools to Develop Interactive Online Courses” 2005 Technology-Enhanced Learning Grant Program proposal. Minneapolis:

University of Minnesota, 2005.
<http://dmc.umn.edu/grants/2005/avery.pdf>.

- Bloom, Paul, and Jenni Swenson.

“Sharing the Framework: Providing Educational Communities the Means to Create Unique Archives to Effectively Address Learner Needs” 2005 Technology-Enhanced Learning Grant Program proposal. Minneapolis: University of Minnesota, 2005. <http://dmc.umn.edu/grants/2005/bloom.pdf>.

- Brown, Michael C., Jeannine M. Conway, and Todd D. Sorensen.

“Improving Teaching and Learning of Parenteral Product Preparation Skills Through the Development and Implementation of Online Instructor Training and Student Evaluation Systems” 2005 Technology-Enhanced Learning Grant Program proposal. Minneapolis: University of Minnesota, 2005. <http://dmc.umn.edu/grants/2005/brown.pdf>.

- Mongan-Rallis, Helen.

“Developing a Framework for Distance Education” 2005 Technology-Enhanced Learning Grant Program proposal. Minneapolis: University of Minnesota, 2005. <http://dmc.umn.edu/grants/2005/mongan.pdf>.

Bibliography

The following readings may help you prepare for the TEL seminar.

- Faruque, Fazlay, Peggy O. Hewlett, Sharon Wyatt, Kaye Wilson, Susan Lofton, Dennis Frate, and Jennie Gunn. “Geospatial Information Technology: An Adjunct to Service-Based Outreach and Education.” *Journal of Nursing Education* 43, no. 2 (February 2004): 88–91.

The authors describe how University of Mississippi School of Nursing faculty members, researchers, and students used geospatial information technology (GIT) applications to develop location-based demographic and health datasets in support of outreach efforts to local communities. The researchers also developed administrative structures that encouraged the formation of teams led by

nurses or community healthcare workers who posed questions and collaborated with researchers to shape field or clinical studies. Combining technological with structural change benefited the community, practitioners, and the university: government and local aid organizations focused resources where they were most effective, students developed technology skills useful in the workplace, and the university furthered its research agenda and produced more marketable practitioners.

■ Oblinger, Diana. "Boomers, Gen-Xers, and Millennials: Understanding the New Students." *EDUCAUSE Review* 38, no. 4 (July–August 2003): 37–47. <http://www.educause.edu/ir/library/pdf/erm0342.pdf>.

Oblinger explores the ways in which generational differences in attitudes and experiences may affect student technology preferences. She refers to the ten attributes Jason Frand characterizes as the "information-age mindset" in a September–October 2000 article in the *EDUCAUSE Review*, including "multitasking" as a "way of life" and "staying connected" as "essential."

Although her article serves as a good starting point for those who are considering how to improve students' educational experiences and as a useful complement to the learning styles/multiple intelligences literature, readers should not generalize too broadly about a perceived Millennial mindset. The article is best read in conjunction with detailed surveys of student attitudes, like those conducted at the University of Minnesota in 2001 (<http://dmc.umn.edu/surveys/student-eval/student-eval.pdf>) and in 2004 (<http://dmc.umn.edu/surveys/students/ssreport04.pdf>).

■ Parker, L. Leann, David A. Greenbaum, and Karl S. Pister. "Rethinking the Land-Grant Research University for the Digital Age." *Change* January–February 2001: 12–17.

Parker, Greenbaum, and Pister consider how technology can be used to create a "land-grant research university of the future" and transform K-12 education in the same way that the Morrill Land-Grant Act transformed agriculture in the 19th and 20th centuries. They describe two factors crucial to the success of such a venture. First, they

propose the creation of intermediary centers (analogous to the cooperative agricultural extension centers crucial to the success of the Morrill model) staffed by educators who can "broker" university research findings into materials and applications useful to practitioners and systematically gather information on practice and basic research in the field and pass it back to university investigators (p. 15). Second, they argue that such a restructuring would require changes in university and K-12 cultures and transform the roles and responsibilities of researchers and teachers. Researchers' service and outreach work would have to be recognized and K-12 students and teachers recruited to serve as collaborators and participants in the research work of the university (pp. 16–17).

According to the authors, technology can be used to effect this massive revision of the land-grant mission. Educators can use new tools to catalogue, find, and deliver information; to promote collaboration among researchers, subjects, and intermediaries like extension educators, undergraduate mentors, and others; and to support the evaluation of information and compilation and analysis of research data.

■ Wilson, Valerie, Ursula Schlapp, and Julia Davidson. "Prescription for Learning? Meeting the Development Needs of the Pharmacy Profession." *International Journal of Lifelong Education* 22, no. 4 (July–August 2003): 380–395.

Wilson, Schlapp, and Davidson surveyed professional pharmacists to investigate some ways in which technology might be used to meet their continuing education needs.

Although the authors found that most respondents had access to the technologies necessary to complete computer-based continuing professional education courses and high interest in such courses, only 15–31% had actually completed one. In contrast to Generation-X and Millennial learners, who reportedly actively seek out technology-enhanced learning opportunities (see the Oblinger article cited above), they found that pharmacists' participation in continuing education courses, both computerized and noncomputerized, is "triggered" most strongly by "serendipity" (i.e., the receipt of a course bulletin and the availability of sufficient time to complete the module).

Although most of the rest of their findings do not relate directly to the use of instructional technology, the authors do provide further insights into professionals' continuing education needs; the importance of structural incentives to encourage participation in continuing professional education; and implementation and marketing strategies that can be used to improve participant buy-in.

Campus resources

The following campus services and sources may help you further explore how learning technologies can be used improve community access and involvement in University research and service work:

- Meet with a DMC consultant. See <http://dmc.umn.edu/consultations/>.
- Many instructors who have used our services or participated in our programs have worked on TEL projects designed to improve educational access. ■ To learn more about our faculty fellows' projects, see the DMC Faculty Fellowship Program pages at <http://dmc.umn.edu/fellowship/>. ■ To learn more about TEL Grant Program projects, see the project proposals linked from the Award Winners pages at <http://dmc.umn.edu/grants/>. ■ To learn more about other campus

TEL projects, see the Exemplary Projects section at <http://dmc.umn.edu/projects/>.

- For more information about the Morrill Act that established the University as a land-grant institution, see: ■ the Orientation & First-Year Programs Land-Grant Institution page at <http://www.ofyp.umn.edu/aboutu/learn/landgrant.html> ■ and The Morrill Act page on the University of Minnesota Sesquicentennial History site at <http://www.umn.edu/sesqui/history/features/folwell/feature04.html>.
 - The University's Council on Public Engagement (COPE) addresses critical issues related to public engagement. See the COPE web site at <http://www.umn.edu/civic/>.
 - The Career and Community Learning Center (CCLC) on the Twin Cities campus publishes information about service learning and community involvement at <http://www.servicelearning.umn.edu/>.
 - Information about service learning opportunities on the Crookston campus is available at <http://www.umcrookston.edu/Services/ServiceLearning/ServiceLearning.htm>.
- Chris Scruton and Christina Goodland, DMC

The Good News!

We live in Minnesota!!! Good for us. As we all read and watch the news about hurricane Katrina and talk with folks who have friends, relatives, neighbors, and others who live in or around the area affected by hurricane Katrina, let us be thankful for where we live and the jobs we have. I have personally had an opportunity to talk with folks who have relatives in and around New Orleans. The things they are going through are inconceivable to us here in the great state of Minnesota.

President Bruininks reminded us in an e-mail this week that we all have an opportunity to help those whose daily lives were affected by the hurricane and the resulting disaster. We at the University of Minnesota begin our annual United Fund campaign in the next couple of weeks. It would be a true blessing for all of us to acknowledge how lucky we are to live where we are and to have the jobs that we do in this time of strife and anguish by so many people in our society.

Please, each of you use the opportunity we have to help out those less fortunate than ourselves by giving what we can to help those who

can use it the most. Please contribute to the United Fund as you can and also contribute to the additional hurricane Katrina fund that President Bruininks talked about in his e-mail in any way that you can.

We may have blizzards and such, but we are so very fortunate that we don't have to live through the horrors of something like hurricane Katrina and the resulting floods in our home towns. Please do what you can to help out these folks who are just looking for an opportunity to go on with their lives. Thank you everyone!!!

■ Scott Ruud, OIT, Enterprise Applications Systems

New Investments in the U Libraries

Jim Stemper and Charles Spetland, University Libraries, <http://www.lib.umn.edu>

The University Libraries wish to share great news! As part of the biennial budget appropriation, the University administration has approved a major new investment in the University Libraries and its collections. \$2 million of new, recurring funds have been allocated to the Libraries' base budget!

This commitment will enable the Libraries to significantly build on the goal of targeting specific teaching and research needs of individual departments and classes as well as overall campus information needs. More resources will be coming later in the fall as publisher licenses are negotiated.

Sustaining existing collection levels

Some of the new funds will be used to cover the rising costs of journal subscriptions (inflation averaged 9% per title in 2004-05). There has been no major journal cancellation program this year. Calendar year 2006 journal subscriptions will stay at 2005 year levels.

A portion of the new journal money will also go toward the selective purchase of subject-specific backfiles from two of the major science/technology/medicine publishers, Elsevier Science and John Wiley & Sons. Electronic access to journals in these selected subject collections will start with Volume 1, Issue 1.

Buying more books

The new funds will also be used to significantly increase our purchase of monographs. Expect to see an infusion of books in all subject areas, both new and retrospective works.

Growing collection of electronic books

In addition to print books, we will also add to our growing collection of electronic books:

Books24x7

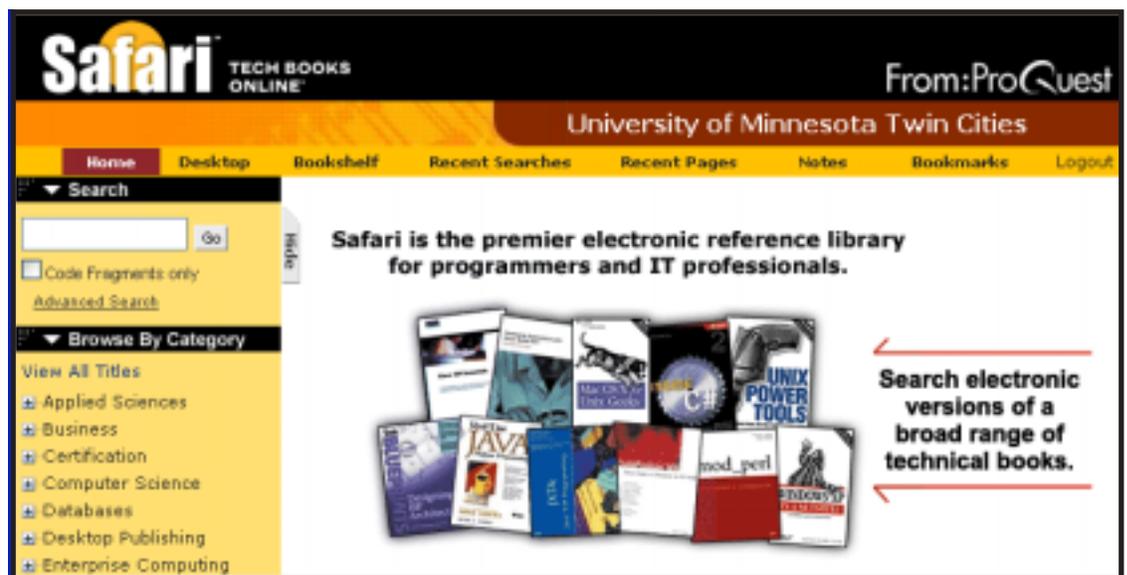
Books24x7's ITPro is a web-based, searchable, e-book site that provides users access to the complete contents of nearly 3,000 titles covering a broad range of technology topics. Contributing publishers include: Cambridge University Press, The MIT Press, IEEE Press, John Wiley & Sons, McGraw-Hill, Microsoft Press, Sybex, Wrox Press, and many others.

Safari

Safari is an exclusive collection of highly acclaimed reference content from the two premier IT publishers, O'Reilly & Associates, Inc., and The Pearson Technology Group. Together, these publishers' imprints deliver well over half of the IT books published. The Libraries has already licensed 225 titles from among Safari's offering and will be adding more titles this Fall. The content covers

Figure 1

Safari, reference content from the two premier IT publishers. Together they deliver well over half of the IT books published



Database, Java, Linux/Unix, .NET, Networking, Perl, Programming, Software Engineering, and XML.

Licensing new databases in specific subjects

The Libraries will invest in the following high-demand electronic resources, some of which represent an expansion of the collection into new media types; namely, image databases and streaming audio.

▼ ARTstor

ARTstor is a new cross-disciplinary image database; it offers collections of approximately 300,000 art images and descriptive information covering art, architecture, and archeology.

ARTstor's accompanying software tools will support a wide range of pedagogical and research uses including: viewing and analyzing images through features such as zooming and panning; saving groups of images online for personal or shared uses; and creating and delivering presentations both online and offline.



Figure 2

ARTstor, a new cross-disciplinary image database with approximately 300,000 art images and descriptive information

Figure 3

Naxos Music Library, audio streaming service.

While listening, you can read notes on the works being played as well as biographical information on the composer or artist.



▼ Naxos

In addition to the Classical Music Library streaming audio service, we now offer the Naxos Music Library. This audio streaming service includes the complete Naxos, Marco Polo, and Dacapo catalogues of over 85,000 tracks, including Classical music, Jazz, World, Folk and Chinese music. While listening, you can read notes on the works being played as well as biographical information on the composer or artist.

▼ Television News Archive

Produced by Vanderbilt University, this database is “the world’s most extensive and complete archive of television news.” The collection holds more than 30,000 individual network evening news broadcasts from ABC, CBS, and NBC (August 1968 – present), and CNN daily news (1995 – present). There also are more than 9,000 hours of special news-related programming, including ABC’s Nightline since September 1988. These special reports and periodic news broadcasts cover presidential press conferences and political campaign coverage and national and international events such as the Watergate hearings, the Gulf War, and 9/11. University faculty, staff, and students can view online video from the Archive’s collection of CNN material; copies or compilations of other site material can be ordered for a cost-recovery fee paid to Vanderbilt. Note: 60 Minutes, 20/20, and other news magazine programs are not included here.

▼ Literature Online (LION)

Literature Online (LION) combines primary and secondary sources with the full texts of over 350,000 English and American literary works (poetry, prose, drama) as well as selected literary criticism and reference materials. Literary texts range from the seventh century to contemporary works. LION includes also the full texts of 120 current journals publishing literary scholarship, those indexed in the Annual Bibliography of English Language and Literature (ABELL). The Libraries’ subscription to the MLA Bibliography will now link to the full text of an article in LION, when available. LION also provides over 200 video clips of contemporary poets reading from their works.

▼ Current Protocols

6 titles will be added to the Libraries’ collection of popular laboratory manuals from John Wiley & Sons: Genetics, Immunology, Microbiology, Neuroscience, Protein Science, and Toxicology. Updated quarterly, these manuals offer illustrated step-by-step protocols with annotations pointing to special considerations, tips, and optional procedures.

▼ CRC NANOnetBASE

NANOnetBASE is a collection of 11 electronic reference books in nanoscience and nanotechnology. Another CRC database of cross-disciplinary interest, ENVIRONetBASE, will be added as well.



Figure 4

Campus wide access to the Chronicle.

The Libraries are also investing in a few key resources with broad-based campus interest.

▼ The Chronicle of Higher Education

Up to now the publisher has only allowed individual subscriptions to its online edition. They have now begun offering campus-wide access to institutions. The online version offers the full text of the very latest issue of The Chronicle of Higher Education every Monday morning. Also included are daily news updates, statistics, essays, grant listings, and unlimited, searchable access to every Chronicle published since September 1989.

▼ Essential Science Indicators (ESI)

This analytical tool offers data for ranking scientists, institutions, countries, and journals. ESI thus enables researchers to conduct ongoing, quantitative analyses of research performance and track trends in science. The compilation of science performance statistics and trends data is based on journal article publication counts and citation data from Thomson Scientific databases, which track a multidisciplinary selection of over 11,000 journals from around the world. Using ESI, one can ● Determine the research output and impact in specific fields of research ● Rank top countries, journals, scientists, institutions, and companies by field of research ● Evaluate potential employees, collaborators, reviewers, and peers.

More new resources coming

Check the University Libraries web site for regular updates on new titles and packages added.

University Libraries, <http://www.lib.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/Umart www.techmart.umn.edu
- Computer Accommodations Program cap.umn.edu
- University Computer Services www.umn.edu/ucs
- U Libraries (MNCAT/LUMINA) www.lib.umn.edu
- UM News Server news.umn.edu

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

Oct. 2005 B
[pantone 295, featuring Americana Xbold]

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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

