

Information Technology

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Did you know about these changes?

Enterprise passwords must:

1. Not contain all or any 3 character part of the user's account name.
2. Contain characters from three of the following four categories:
 - English uppercase letters (A through Z)
 - English lowercase letters (a through z)
 - Digits (0 through 9)
 - Non-alphanumeric characters (for example : , !, #, %)
3. Be from 8 to 128 characters in length.
4. Not end in a space, although they may contain spaces (e.g. '3 Brown mice').
5. Not be the same as your Internet (x.500) password.
6. Not match any of the last three Enterprise passwords you set.

DMC Spotlight Issue

Transforming Education: Engaging Students with Technology

Each month, the Digital Media Center (DMC) publishes 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 below.

In a recent visit, Leah Savion, a professor of philosophy and cognitive science at Indiana University who provides faculty development workshops, reminded us that it is our job as instructors to motivate students because, without motivation, there is no learning. Digital teaching tools represent an opportunity to motivate students and facilitate learning, but too often these technologies are used simply to “recreate” face-to-face courses or portions of courses online. Course web sites are used as repositories for content. Tools such as e-mail and discussion boards are used for simple communication tasks. Electronic grade books are used to enable students to view their grades. Assignments and assessments are merely transferred to the online arena. Audio and video recordings are used to deliver lectures to distant learners — or those who didn’t make it in to class that day.

These applications of technology to learning are not inherently bad; students and teachers are grateful for the efficiencies that technology creates and for easy access to class materials. But as Reeves, Herrington, and Oliver (2004) point out, there is a distinction between learning *from* technology and learning *with* technology. The “learning with” approach goes beyond information delivery to put digital cognitive tools into the hands of students: tools that enable them to create, explore, and innovate.

May TEL Seminar

Please join us at the next TEL seminar.

Wednesday, May 3, 2006
12:00 p.m.–1:30 p.m., 402 Walter Library, East Bank

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

Moderators Lauren Marsh and Kim Wilcox from the DMC, Office of Information Technology, will moderate a discussion among this year's cohort of DMC faculty fellows:

- Sauman Chu, Department of Design, Housing, and Apparel, College of Human Ecology;
- Joan Hughes, Department of Curriculum and Instruction, College of Education and Human Development;
- David Levinson, Department of Civil Engineering, Institute of Technology;
- Donald Liu, Department of Applied Economics, College of Agricultural, Food, and Environmental Sciences; and
- James Nixon, Department of Medicine, Division of General Internal Medicine, Medical School.

They will discuss how they and others are using technology as a cognitive tool for engaging students in learning, including topics such as:

- the utility of digital games to enhance transfer of student knowledge from one learning situation to another;
- the design and development of online learning environments to promote collaborative inquiry groups;
- the use of online simulations that enable students to run experiments, test strategies, model behavior, and practice for real-world encounters; and
- the use of personal response systems ("clickers") to facilitate active learning.

Bibliography

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

Reeves, Thomas C., Jan Herrington, and Ron Oliver. "A Development Research Agenda for Online Collaborative Learning." *Educational Technology Research & Development* 52, no. 4 (2004): 53–65.

The authors advocate using "development research" to generate design guidelines for improved collaborative online teaching and learning based on "authentic tasks." They also describe features of development research and authentic tasks.

Savion, Leah. Home page. Indiana University, Bloomington (accessed 21 March 2006). <http://mypage.iu.edu/~lsavion/sotlwork.html>.

On this page on her personal site, Savion includes abstracts of scholarship of teaching and learning workshops she's given and lists related publications and presentations.

Svinicki, Marilla D. "Student Goal Orientation, Motivation, and Learning." Idea Paper 41 (February 2005). Manhattan, Kansas: Idea Center.

Svinicki traces the development of student motivation theory, and offers suggestions on how instructors can increase student motivation. The paper can be accessed from the Idea Center home page at <http://idea.ksu.edu> by selecting the following links: Client Resources; Idea Papers; Student Goal Orientation, Motivation, and Learning.

Campus resources

The following campus services and sources may help you further explore the seminar topic.

- Meet with a DMC consultant. See <http://dmc.umn.edu/consultations/>.
- Learn about the panelists' DMC faculty fellowship projects at <http://dmc.umn.edu/fellowship/>.
- Learn how Joan Hughes is using technology to foster sustainable communities that help teachers identify problems of practice and find solutions at <http://dmc.umn.edu/projects/hughes/>.
- Learn about David Levinson's 2002–03 TEL Grant Program project to develop web-based travel demand and network forecasting simulation software for civil engineering and urban and regional planning students at <http://dmc.umn.edu/projects/levinson/>.
- Learn more about how Web 2.0 technologies can enable students to self-publish content at <http://dmc.umn.edu/spotlight/web20.shtml>.
- Learn more about game research being conducted on campus on the Game Research and Virtual Environment Lab site at <http://www.inms.umn.edu/gravel/>.
- Learn more about how simulations can be used for learning on our Simulations and Virtual Field Trips page at <http://dmc.umn.edu/spotlight/simulations.shtml>.

■ Kim Wilcox and Lauren Marsh, Digital Media Center, <http://dmc.umn.edu>

Fusion Technology: OIT Contributes to Nationally-Recognized Whitepaper

PeopleSoft, Oracle

On March 9, 2006 the Technical Advisory Group (TAG) within the Higher Education Users Group (HEUG) published a whitepaper on Oracle's new Fusion technology. Chris Rigsby, Systems Architect within OIT at the University of Minnesota, was one of the authors of the paper, which has been well-received and praised nationally over the past few weeks.

HEUG (pronounced 'hug') has historically been a body of higher education institutions using PeopleSoft products. The HEUG currently has over 400 higher education member institutions. With the recent merger of Oracle and PeopleSoft, the HEUG has been expanding to represent the interests of similar organizations, such as users of Oracle's own student systems products, as well as federal government users of Oracle and PeopleSoft products.

The HEUG has worked directly with PeopleSoft for many years to improve their products, mostly by way of Prod-

uct Advisory Groups (PAGs) appointed by the HEUG Board. The PAGs provide feedback on product areas such as HRMS, Reporting, Student Records, and Technology. The HEUG Board appointed Chris Rigsby to the Technical Advisory Group, which has worked with PeopleSoft, and now Oracle, to continuously improve the PeopleTools technology platform.

All of Oracle's customers are faced with the rapid evolution of their current product families into something that Oracle has labeled "Project Fusion." The name is derived from the fact that, prior to the merger, Oracle and PeopleSoft were independently pursuing approaches to their next generation applications and platforms that were startlingly similar. The spirit of Project Fusion is to take the best of everything that the Oracle, PeopleSoft, and JD Edwards products offered to create a new technology platform and subsequent ERP products.

The fusion technology platform represents a dramatic shift in the underlying technical architecture for nearly

all of Oracle's customer base. The TAG was privileged to visit Oracle's headquarters in California earlier this year for a preview of the fusion platform and approach to building the next generation of applications. The visit resulted in a strong desire by the TAG and the HEUG Board to share information obtained on that visit and to advise HEUG member institutions how to prepare for the coming changes. The white paper, entitled "Assessment of Fusion for HEUG Institutions," attempts to compare and contrast current PeopleSoft technologies with those proposed by Oracle in their new fusion architecture. The paper also presents a framework for institutions to assess the impact that moving to the fusion platform will have on an institution.

The paper is currently available for download by registered members of the HEUG website. Broader distribution is still being considered, but anyone from the University of Minnesota can obtain a copy by e-mailing Chris Rigsby at rigsb007@umn.edu.

■ Chris Rigsby, OIT

Password Security Changes

New password requirements

When you access your personalized Internet Account Options page and select the change Internet or Enterprise passwords options, you'll see that there are new requirements. These changes not only make passwords more secure, they're necessary for upcoming plans for shared resources with coordinate campuses. See <http://www.umn.edu/validate>.

Better error messages

Along with this change you also get better error messages when you make bad password choices. The figure here shows sample error messages. To pick another password, click on the *Menu* button.

Non-alphanumeric characters

You can use all the non-alphanumeric characters shown on a standard US keyboard, including specially placed spaces, that is: [] { } | \ ; : ' " , . < > ? / ^ _ ~ ! @ # \$ % ^ & * () - _ + =

Directory Update Status for oitnsltr

The following problems prevented your changes from taking effect:

- **Password change:** Passwords must include 3 types of characters
- **Password change:** Bad password choice *Password not changed.*

▼ **Help**

Computer Misuse or Abuse (also see Procedure 2.8.1.1)
• Emergency Network Help Line 612-625-0006

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

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

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