

ITconnections

Information technology applications at the University of Oregon

FALL 2006



Leslie Opp-Beckman and Cynthia Kieffer prepare to broadcast a session of their Thai distance-learning series from Studio A in Knight Library's Media Services. Story on page 6.

NEW WAYS OF TEACHING

Dr. Grant Castner, Decision Sciences
Mark Blaine, Journalism

UO IT RESOURCES

2006 Duckware
UO Computing Labs
Wireless Access
IT Training

INTERNATIONAL OUTREACH

Leslie Opp-Beckman,
American English Institute
Dr. Chunsheng Zhang,
International Affairs

A Message from the CIO: 'Mission Critical'

A few years ago someone coined the term "ubiquitous computing" to describe an environment where information technology (IT) resources were everywhere at the same time. In the university environment this term seemed especially fitting when the price of computers dropped and almost every faculty member and student had their own workstation or laptop. Now many have two or three computers. Interestingly enough, the increase in ownership of computers hasn't reduced the use of computers in public spaces. In the age of ubiquitous computing, faculty and students easily move between classrooms, labs, the library, their offices or dorm rooms, and other environments, making use of whatever IT resources are available along the way.

Even for the most ardent supporters of technology, all this ubiquitousness would be a bit depressing if computers were only being used to check email

or surf the Internet for entertainment purposes. The good news is that IT resources are being used in new and exciting ways to support the academic mission of the institution. In this issue of *IT Connections*, we begin a journey in exploring how these resources

ultly and students are using these resources to pursue institutional goals of excellence in teaching and learning as well as research.

Of course, our not-so-hidden agenda in this exercise is to also emphasize the important work of the IT professionals across the



CIO Don Harris (center) chats with student employees at a recent Information Services event.

are being used by University of Oregon faculty and students in their academic work. Articles highlighting the work of instructors Grant Castner and Mark Blaine focus on new ways of teaching with the use of information technology. A section on international outreach describes the work of the American English Institute's senior instructor Leslie Opp-Beckman and director Cynthia Kieffer. And in an interview on page 9, Vice Provost Chunsheng Zhang shares exciting ideas on how IT can help the university expand its reach in international programs.

The central theme to this newsletter and those to follow is that IT resources are not only everywhere at the UO, but are also "mission critical" to our success as an academic institution. In the months ahead we plan to travel throughout the campus, exploring how fac-

ulty who support these resources. IT at the UO is very much dependent on infrastructure and services provided by the Information Services division, academic services provided by the library and other units, and IT personnel working in every school and most administrative units. While these individuals play a support role to our faculty and students, they are nonetheless part of the mission-critical element of supporting the work of the university.

If you have story ideas that might fit within our new emphasis, we would love to hear from you. Please send your ideas and suggestions to Joyce Winslow at jwins@uoregon.edu.

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Fall 2006

Duckware & Security CDs

This year's Duckware packs a lot into one disk

Sometimes good things come in small packages. This year there is only one Duckware CD, and whether you're a Mac or PC user, you'll find it has all the software you need to get started with computing at the University of Oregon.

Duckware 2006 is free to currently enrolled UO students, faculty, and staff. Among other things, the CD contains the UO's site-licensed McAfee antivirus software, web tools, utilities, drivers, shareware, and step-by-step help for common computing problems.

What's in your 2006 UO Security CD

This year's Security CD contains protective software for *both* Mac and Windows. In addition to several network and antispyware tools, the disk also contains the UO's site-licensed McAfee antivirus software and gives you the option of having Information Services manage antivirus updates for you.

Reuse and recycling

If you decide you no longer want your copy of Duckware 2006, please don't throw it away! We'll gladly take it back and give it to someone else. Just drop it off at the Microcomputer Support Center, or mail it via campus mail to Microcomputer Services, 151 McKenzie Hall.

Help

For additional Duckware help or information, contact Microcomputer Services (346-4412, microhelp@lists.uoregon.edu). You can also drop by 151 McKenzie Hall weekdays from 9 A.M. to 5 P.M., or visit <http://micro.uoregon.edu/>

Site-Licensed Software at the UO

Considering a software purchase? Before you buy, you may want to find out what software is already freely available to you on campus.

A number of software packages are licensed for use by all University of Oregon students, faculty, and staff. Some of these packages are licensed for home use, such as SAS, McAfee AntiVirus, and MathType.

For a full list of UO site-licensed software and more details about each package, see

<http://cc.uoregon.edu/sitelicense.html>

Where to Get Your CDs

- Microcomputer Services (151 McKenzie Hall)
- CC-McKenzie Lab (101 McKenzie Hall)
- CC-EMU Microcomputing Lab (22 EMU)
- CC-Klamath Lab (B13 Klamath Hall)
- CC-Millrace Lab (113 Millrace I)
- Knight Library Information Technology Center (second floor, Knight Library)
- Science Library Information Technology Center (lower level, Onyx Bridge Building)

Campus housing distribution:

Students living in campus housing should have received their copies when they moved in. If not, they can get Duckware at Residence Hall and Family Housing area desks in the University Inn, Carson, Spencer View, and in the ResNet office (101 Douglass Hall, Walton Complex).

Campus Computing Labs

The UO maintains a number of open-access labs on campus that are available to all UO students, faculty, and staff:

- **CC-EMU (22 EMU) - 346-1769**
<http://labs.uoregon.edu/cc-emu.html>
iMac & G4s (OS X), Pentium III/IV (WinXP Pro), color scanner, b/w & color laser printers
- **CC-Klamath (B13 & B26 Klamath) - 346-4781**
<http://labs.uoregon.edu/cc-klamath.html>
1.8 GHz G5 iMacs (Tiger), Pentium IVs (2.8 GHz WinXP Pro), color scanners, laser printer
- **CC-McKenzie (101 McKenzie) - 346-0787**
<http://labs.uoregon.edu/cc-mckenzie.html>
G4s (Tiger), Pentium IVs (2.6 GHz WinXP Pro), color scanners, laser printer, color laser printer
- **CC-Millrace (113 Millrace I) - 346-0316**
<http://labs.uoregon.edu/cc-klamath.html>
2GHz G5 iMacs (Tiger), color scanner, b/w & color printers
- **Knight Library ITC (2nd floor) - 346-1935**
<http://libweb.uoregon.edu/kitc/>
Mac G4s/G5s, Pentium III/IVs, color scanners, b/w & color printers, DVD burners
- **Science Library ITC (lower level, Onyx Bridge Bldg) - 346-1331**
<http://libweb.uoregon.edu/sitc/>
Mac G5s, Pentium III/IVs, DVD burners, color scanners, slide & film scanner, b/w & color printers
- **SSIL (442 & 445 McKenzie) - 346-2547**
<http://ssil.uoregon.edu/ssil/>
62 Dell workstations (P4, 3.0 GHz, 1 GB RAM), Mac G5 (OS X), large format plotter, color scanner, color laser printer (can do 11 x 17), 12 GPS units, DVD-/R, CD-R, 2 instructor stations

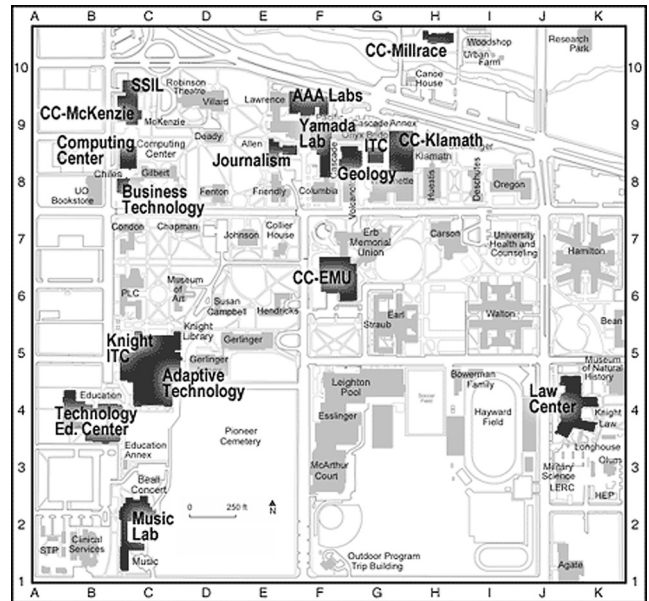
Current Lab Info:

<http://cc.uoregon.edu/campuslabs.html>

Reserving Lab Space for Instruction

The Windows and Mac labs in both Klamath and McKenzie may be reserved for classes by UO departments or faculty. Email reservation requests to labhelp@uoregon.edu. To reserve space in other campus labs, check with individual departments.

Online Map of Campus Labs



http://cc.uoregon.edu/labs_map.html

Your uoregon.edu Account

- How to connect to the Internet:
<http://micro.uoregon.edu/getconnected/>
- How to set up your email account:
http://micro.uoregon.edu/get_started.html
- How to set up your email program:
<http://micro.uoregon.edu/email/>
- To change your password:
<https://password.uoregon.edu/>
- To reset your password:
<https://password.uoregon.edu/authorize/>
- To view your system quota:
<https://password.uoregon.edu/quota/>

One-stop shopping for account management:

<http://micro.uoregon.edu/account/manage.html>

Microcomputer consulting: For help with your uoregon.edu account, password changes, antivirus and antispyware software, file transfers, or basic system software troubleshooting, contact Microcomputer Services (151 McKenzie Hall, 346-4412, microhelp@lists.uoregon.edu).

New and Improved Library Services for Fall

Ron Renschler

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UO Libraries
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Newcomers and returnees to campus this fall will be greeted by a host of new and improved services from the UO Libraries. Here's a quick overview of what to expect.

New Library Website Design

More powerful search engines, reorganized content structure, a brighter color palette, and global search and resource tabs are among many notable changes in the library's new website design, which will launch in September. Highlights include:

- A new metasearch function called OneSearch, which will search several databases (including library catalogs and electronic resources) at once and return the results in a single, merged list. Standard and customizable search modes will be available.
- Labeled links on each web page for Find Resources, Research Assistance, Library Services, About the Libraries, Ask a Librarian, and My Account.
- Immediate access on all web pages to search functions for the library's catalog, journal articles, journal titles, course reserves, and library web pages.

Learning Commons

The Learning Commons is a new library initiative that will support technology-enhanced collaborative learning. Located on the main floor of Knight Library, the Learning Commons will provide comfortable, technology-enhanced study and social spaces that facilitate student learning, integrate library support services, and provide opportunities for other campus units.

The Learning Commons will open on September 18, 2006. Its initial features will include:

- An expanded and relocated laptop checkout service. Located in Knight Library Room 143, the laptop checkout center will feature 40 wireless-equipped laptops for student checkout.
- A "presentation practice room" configured with A/V and computer projection hardware typical of a UO classroom. It will be available to students who are developing and practicing classroom presentations and can be booked for use whenever Knight Library is open.
- Six high-performance collaborative workstations equipped with a wide range of application software, large-format monitors, scanners, and seating. The workstations will allow multiple students to work together on technology-based projects.
- A "collaboration center." This new learning area will serve the needs of academic departments and academic support units. It will provide group and individual tutoring and study and offer other scheduled student support services.
- A distributed service offering assistance in accessing and understanding information resources available both online and in the library's physical collections. This service will be provided by librarians and professionals at Knight Library's reference desk, by student technology staff, by staff in the co-located Adaptive Technology Lab, and by library staff at other nearby service points, such as the GIS lab.

For more information on the Learning Commons initiative, call or e-mail JQ Johnson (jqj@uoregon.edu, 346-1746).

Desktop Document Delivery

UO faculty members and UO distance education users can now have more journal articles scanned and delivered electronically to their desktops. Any article the UO owns only in print can be made available via this service.

To request an article, look up the citation in any of the library's online article indexes, then click the FindText journal articles link. If the article appears in a print journal the library owns and is not already available in electronic format, eligible users may request delivery by selecting the "UO Faculty and Distance Ed" link.

Alternatively, users can start from the FindText button on the library's home page, enter complete citation information, and proceed from there.

This service is currently available to all UO faculty, and to UO students and staff members who live more than 30 miles from Eugene and do not work or attend class on campus.

To learn more about desktop delivery, contact Shirien Chappell (chappell@uoregon.edu, 346-1914).

Blackboard Upgrade

The UO Blackboard system was upgraded to Blackboard version 7.1 in August. Blackboard 7.1 is a significant upgrade, with many new features and bug fixes. However, most users will probably notice only minor differences. Full descriptions of all enhancements can be found at <http://libweb.uoregon.edu/tools/blogs/cet/?p=44>. The official Blackboard 7.1 release notes are available at <http://behind.blackboard.com>.

Training workshops and handouts for Blackboard will be offered in the coming weeks. Contact JQ Johnson (jqj@uoregon.edu, 346-1746) for more information.

UO's Distance-Learning Programs Bridge the Gaps

Joyce Winslow
jwins@uoregon.edu

Web and video-conferencing tools extend the UO's reach, furthering education in even the remotest areas of the globe



A page from Leslie Opp-Beckman's travel scrapbook: Leslie (fourth from left) with colleagues Ward Biagne (behind her) and Andrew Kirkpatrick (back row, right). *"Here's a welcome banner that greeted us at Mahachanachaiwitayakhom school in NE Thailand. We took it down from the school walls and brought it with us. (I have it still.) In this photo we are standing in front of a lovely open-air restaurant where the teachers all treated us to lunch."*

"SOUND CHECK!" An authoritative voice cuts through the chatter in the studio and the hubbub instantly subsides. "Cindy, list everything in your refrigerator."

As Cynthia Kieffer begins her droll litany of foodstuffs, Media Services producer-director Ward Biagne and engineer Stan Nelson position the cameras and Lynette Boone sits poised for action in the control room, ready to edit the American English Institute's latest videocast for the Thai distance-learning program.

Then, on the count of three, they're on the air. "Sawasdeeka," begins program developer and copresenter Leslie Opp-Beckman, inclining her head in the traditional Thai greeting. "Welcome to session nine of our series on teaching English as a foreign language, Creating a Resource-Rich Classroom."

This particular session is being videotaped for later broadcast, but most of the lessons in this series are live videoconferences. The series reaches every corner of the country, assisting teachers all across Thailand and the Mekong Peninsula. The lively, engaging team of the American English Institute's senior instructor Leslie Opp-Beckman and director Cynthia Kieffer

developed this program in 2003 with funding from the U.S. Embassy Bangkok, Public Affairs, and in-kind contributions from the Royal Thai Distance Learning Foundation. The program has been so successful it is now expanding to include subjects other than English.

The Thai distance-learning series is only a small part of the story of the UO's growing involvement with videoconferencing and distance learning, however. In 1996, Opp-Beckman launched the first distance-learning project incorporating web-based tools in collaboration with Professor T. Iwabuchi at Senshu University in Japan. Professor Iwabuchi identified students who could participate and set up a research framework for the project in Japan. The American English Institute team created an online mentoring and tutoring program for those students, including an online discussion board to keep language skills fresh. Some of the Oregon and Japanese students later met face-to-face, capping what Opp-Beckman calls "an excellent cultural exchange and all-around educational experience."

"Language departments are a natural vanguard for e-learning," notes Opp-Beckman, whose deep background in linguistics and cultural exchange make her a natural to be in the e-learning vanguard herself. Her family moved to Japan while she was still in her



Cairo: “Again, the mobs of students following us outside. This time—after formal photos with school officials in the upstairs office—I was invited to pose with several ‘star pupils’ wearing blue sashes out on the school grounds. Smiles all ‘round!”

teens, and the two years she lived there sparked a lifelong love of languages and other cultures.

A self-taught technology buff who “knows just enough Perl script to be dangerous,” Opp-Beckman was among the first to incorporate web-based tools in her classroom. Then advances in videoconferencing technology suddenly made it possible to bring the classroom to rural areas and more remote parts of the world. In her view, “Distance ed is not a substitute for face-to-face teaching, but a way of diversifying teaching. Distance-ed projects can target areas of need and help educators in developing countries fill gaps in opportunities for professional development efficiently.”

In the past ten years, Leslie has developed and taught programs for educators in Kuwait, Bahrain, Egypt, Taiwan, Ukraine, Slovenia, Guatemala, Costa Rica, and eleven countries in sub-Saharan Africa—as well as doing her celebrated work in Thailand. She has also taught numerous local workshops and presented papers on incorporating information technology tools into the classroom (among them, “Teaching with the Web,” “Combining Wireless Computers with Effective Language Learning,” and “Creating Effective Web-Based Materials”). Many of these projects have been supported by grants from the U.S. State Department’s Office of English Language Programs.

Along the way she and her team have learned much from their students, forged lasting international friendships, and amassed a wealth of cultural experience. They have adapted to an array of variables, including time zone differences (they broadcast at night when necessary),

Muslim workday schedules (Monday through Thursday only), and, in rural areas, the exigencies of harvest-time. But talk with Opp-Beckman for only a few minutes and you realize that this work is never tiring, always exhilarating.

Even after being temporarily immobilized by a foot surgery that kept her housebound for six weeks this summer, Opp-Beckman never missed a beat. She stayed busy on her laptop, helping to organize the fall 2006 curriculum for teachers of English as a foreign language. The course, “Shaping the Way We Teach English,” is under development on the UO’s Blackboard site, and participants from more than a dozen countries—including Turkey, Morocco, Uzbekistan, Kyrgyzstan, Kazakhstan, Tajikistan, Saudi Arabia, Jordan, Palestine, Yemen, Egypt, Syria, Lebanon, and Israel—have already enrolled. The course will utilize video training modules that Opp-Beckman and her Media Services team made last year during their visits to schools throughout the Middle East, Asia, and Central America.

“Since teachers can’t easily visit classrooms in person, the purpose of the videos is to offer examples



Costa Rica: “In Costa Rica and Egypt especially, students were very friendly and often crowded around us and wanted to talk, get autographs, ask questions, etc. Here’s a particularly enthusiastic group, all smiles, following after us on the way to the cafeteria.”

of real classroom teaching by other teachers,” Opp-Beckman explains. “There are observation guides that go with the videos, along with readings and opportunities to discuss the materials and apply them to local settings in practical ways.” Another feature of the fall project that excites her is that it will include some “returning” participants from previous online courses who will act as mentors for first-timers. Including in-country expertise is always

- continued on following page

UO Distance-Learning Programs, continued...

an important component of the success of any project, and UO distance-learning educators make a point of working with teams of teachers in other countries, encouraging them to share resources and ideas.

UO distance-learning projects are now involving more faculty from other disciplines, a trend Opp-Beckman hopes will continue. Most recently, on July 16, lessons in green chemistry, math, and physics were broadcast from Media Services' Studio A in the Knight Library as part of a new Thai Distance Learning Organization series. The new series was launched with great fanfare by Her Royal Highness Princess Bajrakitiyabha Mahidol during her goodwill

visit to Eugene. Aside from Opp-Beckman, broadcast participants included UO chemistry professor Ken Doxsee, senior physics instructor Dean Livelybrooks, and associate professor of math education Jill Baxter.

When asked to expand on her vision for the future, Opp-Beckman doesn't hesitate. She sees e-learning continuing to involve faculty from diverse disciplines and expanding its boundaries in all ways. "I would love to see e-learning grow in a way that's productive and beneficial to the UO," she says. "Eventually, projects may grow to be an *all-Oregon* effort, involving other institutions in our state as well."

More on the UO's E-Learning Programs

Co-Presenters:

Jill Baxter, Associate Professor, Math Education
Georgeanne Cooper, Director,
Teaching Effectiveness Program,
Academic Learning Services
Ken Doxsee, Professor, Chemistry
Dave Frohnmayr, President,
University of Oregon
Julie Haack, Senior Instructor and Assistant
Department Head, Chemistry
Cynthia Kieffer, Director, Academic
Programs and Research
Sarah Klinghammer, Director, Language
Teaching Specialization, Linguistics
Dean Livelybrooks, Senior Instructor, Physics
Jeff Magoto, Director, Yamada Language Center
Iris Moye, Senior Instructor, Linguistics,
American English Institute
Trish Pashby, Senior Instructor, Linguistics,
American English Institute
Russell Tomlin, Vice Provost for Academic Affairs
Kay Westerfield, Business Programs
Coordinator and Senior Instructor,
American English Institute
Ginny White, Server Administrator,
Yamada Language Center and
American English Institute

Websites:

<http://thaiuo.uoregon.edu>
<http://oelp.uoregon.edu>
<http://aei.uoregon.edu>

Knight Library, Media Services:

Ward Biaggne, Video Producer-Director
Lynette Boone, Video Producer-Director
JD Hauger, Streaming Media Developer
Andrew Kirkpatrick, Video Producer-Director
Mike Majdic, Producer-Director
Tom Matney, Director, Media Services
Stan Nelson, Broadcast Engineer

Knight Library, Center for Educational Technologies

Kirstin Hierholzer, Assistant Director
Azle Malinao-Alvarez, Educational
Technology Consultant
Dave McCallum, Multimedia
Authoring Specialist

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Thai Ministry of Education
TOT Communications, Thailand
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U.S. Department of State, Office of
English Language Programs (OELP)

Global Outreach: Thinking Outside the Box

Dr. Chunsheng Zhang talks about his vision for raising the international profile of the UO

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“People say, ‘think outside the box,’ but I say—don’t even go IN there in the first place!”

The ebullient Dr. Chunsheng Zhang is obviously not in the habit of boxed-in thinking. On the contrary, the University of Oregon’s new Vice Provost for International Affairs and Outreach is all about exploration, expansion, and innovation.

In fact, one of the things that first drew Zhang to the UO is its receptivity to innovation—that, and its West Coast location, which naturally lends itself to educational exchanges with Pacific Rim universities. As Zhang says, “international collaboration in research and education is not just a *trend*, it’s already here!” He is eager to expand upon what the UO has already done to foster global exchange and help raise the profile of the UO as one of the country’s leading research universities.

A vital component of the UO’s capability to realize its international potential is its position as a *gigaPOP* for the national high-speed research network, Internet2 (I2). A consortium of U.S. universities and other institutes of higher learning as well as leading high tech corporations, government agencies, science laboratories, and international partner organizations, I2 is a pioneer in developing and deploying revolutionary Internet technology.

Another very important piece of international collaboration at the UO is videoconferencing, a technology the university has utilized extensively and very successfully in such programs as the American English Institute’s burgeoning distance-learning initiatives (see article on page 6). Aside from its important contribution to e-learning and research, videoconferencing technology, aided by the UO’s advanced I2 network infrastructure, can also play an important role in helping to orient international students. Before they leave their home country, students and their host families in Eugene can now meet first on video, greatly easing the transition. Zhang himself has used videoconferencing frequently to meet with colleagues around the globe, saving both time and travel costs. He is enthusiastic about the speed and transmission quality of videoconfer-



encing via the I2 network. “It makes long-distance communication as easy as sending email,” he says. “There’s no communication delay, and it’s very clear.”

As part of his responsibilities as vice provost, Zhang oversees the operation of the Portland-based AHA International, which merged with the UO in 2003. AHA is a study abroad provider with established programs in Europe, Latin America, Australia, and New Zealand.

Aware that the current generation of students is extremely tech-savvy, he is eager to try new ways of attracting and engaging students online. Zhang would like to see colorful, hands-on, interactive web outreach to students (“make it fun!”). Among his ideas is to provide a vivid, clickable online map of the world with the theme “We bring the world to the UO.” Each click would link to extensive information about each country, as well as details about the study abroad program there. Another concept that excites him is to augment the standard letter of acceptance with an online communiqué that links prospective new students to their own pre-created personal UO website, with photos and general information gleaned from their application forms.

Zhang would also like to see world maps posted in every classroom as a reminder that, in the 21st century, “the world is our classroom.” Ideally, these maps would be interactive and user-friendly, with touch-screen links to information about different areas of the globe.

Next spring, at the end of his first year as vice provost at the UO, Zhang intends to document the UO’s new international outreach accomplishments in a newsletter. “I don’t even have the staff to do it yet!” he laughs. But Zhang is irrepressibly positive. “Don’t think of all the reasons something *can’t* be done; find the one way you *can* do it,” he says.

New Ways of Teaching: Grant Castner

Laptops and web-based communication expand classroom boundaries

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As the late afternoon sun imparts a summer glow to his tidy office on the fourth floor

of Lillis Hall, Grant Castner leans forward on his desk and warms to his subject.

He is talking about developing innovative ways of engaging students in the learning process and expanding the possibilities for communication and collaboration both inside and outside the classroom.

“We need to think of different ways of teaching,” he says. Since coming to the University of Oregon in 2002 to join the staff of the fledgling Information Systems division of Decision Sciences, Dr. Castner has been doing just that. Imagining different ways of teaching to prepare students for the business world in the new millennium has led him to employ a variety of web-based tools in his classes (Business Information Systems—part of the undergraduate core curriculum for business majors, Management Information Systems, and eBusiness*).

A basic component of these classes is the mobile laptop cart provided by UO Ed Tech funds and maintained by the Lundquist College of Business Technology Center. The cart contains 32 Dell Latitude computers and can be wheeled to various classrooms as needed. Many students now own their own laptops, but the 32 machines provided by the technology center help to bridge the gaps in classrooms that generally fill with at least 60 students.

In the undergraduate class I visited (DSC 340, Business Information Systems), Castner designed his lessons to engage students in hands-on exercises that illustrate the various concepts he is teaching. A

lesson on designing databases begins with Castner leading his students in an exercise that graphically demonstrates the pitfalls of bad database design. As Castner creates a sample database on his tablet PC, it’s displayed on the big LCD multimedia projector behind him. Students work right along with him, and he can view their progress from his workstation by checking the 32 individual laptop windows displayed on his screen. If he sees confusion developing, or spots a common error worthy of discussion, he can stop the exercise to point this out to the class, a task made easier by the “snipping” tool that’s built into his operating system. This tool allows him to single out a particular area of the database exercise on his tablet screen, dynamically highlighting it on the big screen so that it can easily be seen from any corner of the room.

To expand the opportunities for communication and discussion, Castner developed his own teaching website, Oregon eBiz (www.oregonebiz.com). The site features a blog with timely tips for his students (“Free software to create PDF files,” “Connecting to I-drive from home,” “Templates for data flow diagrams”) and a student login section for checking grades, downloading slides and readings, participating in online discussions, and uploading projects. In addition, the site lists current jobs and internships and has links to the latest IT news.

Castner further extends opportunities for communicating and learning by encouraging students

to contact him via instant messaging during his online office hours, saving them a trip to campus when they have questions or problems. This enables students to get instant clarification on specific questions or assignments and continues the learning experience outside the classroom. He also recently introduced web-capable cell phones into the communications mix, making it possible for students with the latest cell phone technology to access class announcements and grades from their phones.

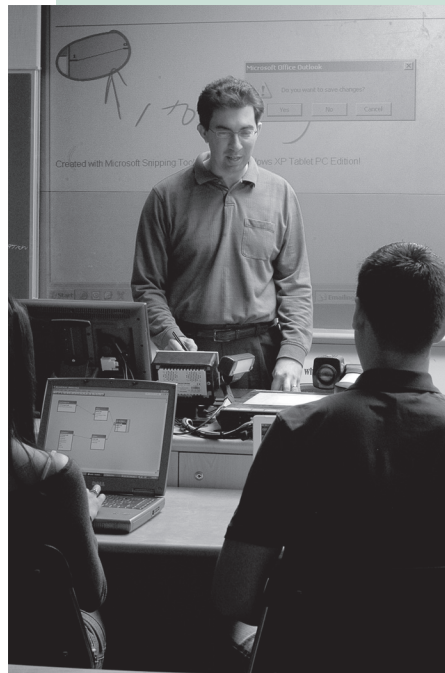
For an information systems instructor, being alert to technical innovations comes with the territory. Today's business models are inextricably linked to the Internet age, and building a successful business demands a thorough knowledge of all the current tools for accurate assessment and analysis.

What's working? What's not working? What products are successful, and why? Who are your best customers, and how can you keep them happy? These are just a few of the questions that a well designed database can answer. As Castner points out, "Well designed information systems have potential to greatly increase competitive advantage." Whether his students' focus is on marketing, accounting, or the nuts and bolts of database design, Castner ensures that they will be well-prepared for the new global marketplace.

In the future, Castner envisions even more possibilities for enabling collaborative work in the classroom or computer lab. "What I would like to see is the ability for students to more easily work on the same application without having to huddle around a single computer," he says. "For example, three students developing a presentation in PowerPoint could all work on the same presentation on three different computers rather than having to integrate changes from three separate versions, or having to try to work on one computer. Having those three computers linked to a larger monitor, visible to the entire group, would also be very valuable."

* eBusiness is part of the new Lundquist College of Business concentration in information systems and operations management (ISOM).

Visual aids: the LCD screen and snipping tool



The "snipping" tool that's built into Castner's operating system allows him to single out a particular area of the database exercise on his tablet screen, dynamically highlighting it on the big screen so that it can easily be seen from any corner of the room.

This photo shows Castner standing in front of the LCD screen. His snipping notations in the upper left (circle, arrow, and written commentary) can be seen from every desk in the classroom.

Secure Web-based UO Email

If you access your mail from multiple locations, try

<http://email.uoregon.edu/>

New Ways of Teaching: Mark Blaine

How a teacher, a techie, and a wiki made history at the UO School of Journalism

Joyce Winslow
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André Chinn (left) and Mark Blaine confer in a corner of Blaine's classroom.

In the parlance of wikis, “sticky” is a good thing. It means you’ve created something that people want to return to again and again.

This summer, Mark Blaine’s experimental introduction of wikis into his graduate reporting and information strategies class definitely met the sticky criterion. It’s an experiment he plans to repeat, and wikis are now an integral part of his curriculum plan.

Wikis are relatively new to the e-communications scene, but as the populist Internet revolution continues they are becoming more ubiquitous. Essentially, a wiki is a collaborative web space, a site where any number of people may contribute and/or edit content without having to know anything about HTML, php, or other web page-creating code. All they need is typing ability and a web browser.

As communication and publication are a journalist’s stock in trade, requiring journalism students to use a wiki seems only natural. However, Blaine’s leap from wiki inspiration to wiki realization took many months of pondering, planning, and testing.

Last spring, after several months of considering ways to enliven the curriculum, Blaine attended a UO Teaching Effectiveness Program workshop on redesigning courses for hybrid learning. The workshop sparked ideas about how he might use new web tools in his classes, and he began discussing this possibility with the journalism school’s coordinator of instructional technology, André Chinn.

Coincidentally, Chinn, who is always on the lookout for “the right tools” to assist faculty in the classroom, had recently begun testing wikis him-

self. “People plus software,” muses Chinn, “...it’s like a relationship: you either click, or not.”

What ultimately clicked for Blaine and Chinn was DokuWiki, a simple software product that had the dual virtues of being free and easily modified. Chinn and his tech support team installed DokuWiki on their departmental server and, with Blaine’s input, began tweaking the product to suit their needs. The end result was “Tabula Rasa,” a dedicated site where students could log in with their School of Journalism ID and password to post material to the “Eugene Reporter’s Map” (http://jcomm.uoregon.edu/tr/doku.php?id=erm:reporters_map). The first-ever School of Journalism wiki was born.

On both the first and last day of class, Blaine gave his students the same assignment: draw a map of Eugene. As many of those in the class were from out of town, the gaps in their knowledge were quickly revealed. “I tried to use their lack of knowledge about Eugene as a tool to get them out the door and learning about the community. One of the first things a reporter has to do is learn to get around town and learn where things are and generally assess the lay of the land. I hoped to have them draw maps at the beginning that were bare bones and imperfect...By the end, I wanted to physically see how much more about the town they knew and felt comfortable rendering on a map. They did that and it ended up being a fun exercise. It really gives you (and them) a window into what they care about and where they come from.”

The map theme was carried over into the online Eugene Reporter’s Map, where neighborhood teams of student reporters regularly posted stories and photos from their assigned news beats (north

Putting the finishing touches on the Eugene Reporter's Map...

Mark Blaine makes a suggestion to student reporters (right). Below, a student team discusses their options.



Another plus for students was having a polished eportfolio at the end of the term—a portfolio that is potentially portable and may be shown to prospective employers. The classroom eportfolio, Blaine explains, has “an inside face and an outside face.” The inside face, which contains information more pertinent to their coursework, aids the instructor in evaluating students’ work. The outside face aids employers in evaluating employment potential.

Eugene, south Eugene, west Eugene, downtown and campus, and Springfield). In addition to filing their news stories online, students were also required to make contributions to their own professional eportfolios throughout the term. Along with clips, photos, and résumés, these eportfolios comprised student biographies, story ideas, and personal reading lists (research material for stories as well as what they read for fun and inspiration).

The open, fluid wiki format made it possible for students and instructor alike to become more thoroughly acquainted with each others’ work than would otherwise have been possible. As a consequence, class discussions and editorial commentary were far more substantive and engaging. On their own initiative, students added a blog to the site to keep the flow of ideas going.

Having to publish their writing online for the world to see gave students the added real-world pressure of taking responsibility for their work. In other ways, too, the wiki exercise contributed to students’ preparedness for a journalistic career in the 21st century. Today’s journalists are often expected to be familiar with multimedia technology, shooting their own photos and video as well as writing copy and posting to blogs. Even if their job doesn’t require such broad expertise, having basic familiarity with all the current forms of communication is a plus.

This fall, students enrolled in Blaine’s Magazine Article II class will also enjoy the benefits of using a wiki. Does Blaine plan to do anything differently next time? The biggest change will be a tighter structure. “I think the summer class was too loose, but I also was unsure what students would respond to in this environment. I now know where to apply pressure and how to measure better,” he says.

Blaine credits André Chinn’s technical assistance with the success of the wiki’s classroom debut. “I wouldn’t know what a wiki was without André,” he says. “It’s been a fun collaboration, but it wouldn’t have gone anywhere without his support (and Ryan Stasel and the other IT folks). I think there’s a lot there to inform other applications of open-source and wiki technology—big ideas are one thing, but without the talented on-the-ground, available people to troubleshoot them and brainstorm anticipated issues, it’s going to be more frustrating than useful...We’ve got a little community of hallway talkers—it’s part of what I imagined a university job to be like, that community of problem solvers.”

Read Chinn’s and Blaine’s evolving documentation of their wiki experience at <http://jcomm.uoregon.edu/tr/doku.php?id=manual>

Feeling the Need for Technical Training?

Check out UO tech training opportunities

Vickie Nelson

Documents Room Librarian

vmn@uoregon.edu

A new faculty member needs to learn Blackboard. A long-time administrative assistant takes on the task of updating the department's website. A clerical worker struggles to learn Excel so he can apply for a better position.

All these people share a need for training—either to learn new technical skills or to update and expand skills they already have. Employees, however, may find themselves in very different situations. Some are free to schedule their own time and can take a workshop or class whenever they have no conflicting responsibilities. Others are office-bound and must abide by a supervisor's decision on when they can take training. Some staffers work for departments with the resources and willingness to pay for training; other employees need a free or at least low-cost option for learning new skills.

Whatever an individual's situation, somewhere in the wealth of training opportunities available at the UO there is likely to be a class or workshop that is well suited to meet his or her need for training. The resources are spread widely around campus, however, and the search can be something of a treasure hunt. A good place to start looking is the Human Resources Training and Development web page at <http://hr.uoregon.edu/training/>

Human Resources Programs

Human Resources offers two different training programs—a web-based series of lessons through RAA, and off-campus, face-to-face classes through New Horizons. These programs have a fee, require registration, and are open to all students, faculty, and staff.

1. RAA (<http://hr.uoregon.edu/training/raa.html>)

RAA courses are available 24/7 from any online computer. Faculty, staff, and students sign up for one-year access to any of three libraries, and during that year they may make as much or as little use of the library as they like. The costs for one-year access to the libraries are modest, and in addition, the Employee Benefit Fund will pay half of the cost of one RAA Training online library per full-time employee (see sidebar on page 16 for more on this benefit). The three training libraries of web-based courses available are:



Nargas Oksui, UO Libraries' ITC/CET Technology Coordinator, leads a session of the Professional Partners' Excel Group in Knight Library.

Personal Computers & Business Skills (\$105) This library covers the Microsoft Windows operating system; Microsoft Office, including Word, Excel, Access, PowerPoint, and Outlook; and other business-related classes such as QuickBooks and Quicken. Try a sample lesson at <http://www.raatraining.com/freedemo.shtml>

IC3: Internet and Computing Core Certification (\$52) The IC3 teaches basic computing and Internet skills, and if desired, can lead to IC3 certification.

Total Solution to A+ 2003 Certification (\$105) This library includes courses for employees who want to become A+ certified computer technicians.

2. New Horizons (<http://hr.uoregon.edu/training/upcoming.html>)

For those who enjoy the give and take of face-to-face classes—and who can arrange to be out of the office for extended periods—the New Horizon classes offer the opportunity to become immersed in a topic for one or two full days. The classes take place off campus and cover the

Microsoft Windows operating system; Microsoft Office products including Word, Excel, Access, PowerPoint, Outlook; and many other topics such as Dreamweaver and Crystal Reports. The one-day classes cost \$63 and the two-day, \$126. Upper Division classes cost more. All costs reflect a contribution by the Employee Benefit Fund. For more information see the website above or call Kathy Cooks at 346-2939.

Professional Partners Mentoring Program

<http://www.uoregon.edu/~cstdac/mentor.html>

The Professional Partners Mentoring Program grew out of the work of the Classified Staff Training and Development Advisory Committee (CSTDAC). These mentoring groups meet regularly and are open to all staff at no charge. You do not need to register or attend every session; simply show up when you can to share information and make connections. Currently, CSTDAC has mentoring groups on Excel, FileMaker Pro, and Web Mechanics. For more information and contact information on the separate groups, consult the website.

Excel Group. The Excel group meets on the last Thursday of the month in Room 144 Knight Library from 10 A.M. to 11:30 A.M.

FileMaker Pro Group. This group meets Tuesdays for six weeks this fall beginning October 5 in Room 116 Education from 10 A.M. to noon.

Web Mechanics Group. Meetings are on the second Wednesday of each month from September through June in Knight Library Studio A, from noon to 1 P.M.

Workshops on Demand

<http://libweb.uoregon.edu/it/>

Can't find a scheduled workshop or class on the particular skill you're working on? Check out Workshops on Demand, coordinated by staff at Knight

Library. WOD focuses on academic and curricular topics and can provide customized training in a long list of subjects, including Blackboard, Microsoft Office and Adobe products, video production, web development tools, geographic information systems, copyright, and more. (See the list of topics available at <http://libweb.uoregon.edu/it/topics.html>) If what you need isn't on the list, contact the coordinators through the website and ask if they can organize a class tailored to your needs.

Center for Educational Technologies

19 Knight Library
cet@uoregon.edu
346-1942

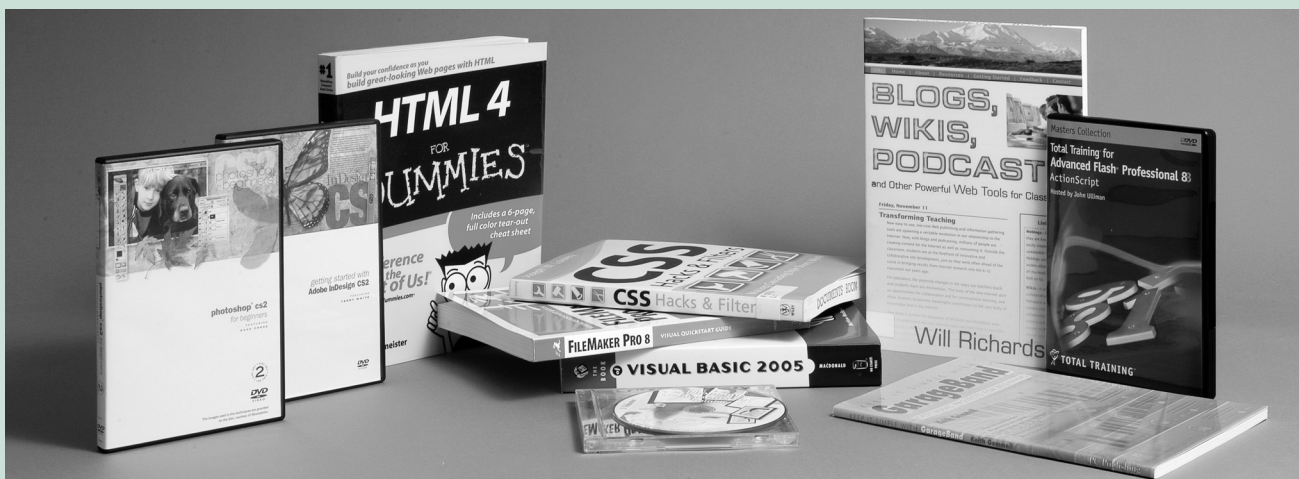
Faculty and GTFs with questions about Blackboard should head for the Center for Educational Technologies, the official UO Blackboard Help Desk. In addition to providing Blackboard help by appointment or on a drop-in basis, CET staff help with a wide range of faculty needs for educational technology assistance, including creating DVDs, editing audio and video, scanning images, putting together presentations, building websites, and more. CET staff will also make office visits.

Teacher Effectiveness Program

<http://tep.uoregon.edu/>
346-2177

As part of their mission to help faculty and GTFs improve undergraduate education, TEP offers a host of resources to smooth the way for teachers who want to integrate technology into their teaching. In addition to providing classes, workshops, and excellent online resources, TEP consults with departments and individual faculty on topics such as using Blackboard, managing grades with Excel, creating web pages with Dreamweaver and HTML, scanning images, and more.

- continued on following page



Some of the popular self-training resources (books, tapes, CD-ROMs, DVDs) you'll find in the Documents Room (175 McKenzie Hall).

Tech Training, continued...

Documents Room

175 McKenzie Hall
docsrm@uoregon.edu
346-4406

Independent learners can delve into the holdings of the Documents Room Library for a variety of training tools. In addition to a good selection of books on a wide variety of computer topics, the Documents Room stocks an assortment of recorded workshops on VHS tape, CD-ROM, and DVD. Sets usually include modules for beginner, intermediate, and advanced users and cover all Microsoft Office products, Adobe products, and various multimedia and web development topics such as Dreamweaver, Flash, and HTML. Students, faculty, and staff can borrow the workshops for a one-week period and renew them twice.

Professional Tools for Digital Media

<http://center.uoregon.edu/ptdm/index.php>

The University of Oregon Department of Art and UO Division of Continuing Education have joined forces to offer training in graphics and multimedia design. Beginning, intermediate, and advanced courses in Dreamweaver, Flash, Photoshop, and InDesign carry one credit, cost \$210, and span two four-hour sessions over a two-day period. The workshops have no requirements and are open to all. Check the PTDM website for the current schedule.

UO and LCC Classes

<http://creativepubs.uoregon.edu/bulletin/>
<http://www.lanec.edu/instadv/catalog/online/online.htm>

Finally, don't overlook classes listed in the UO and LCC course catalogs. The UO has courses in art, multimedia, computer science, and educational technology that may serve to give you the skills you're seeking.

And LCC offers a good selection of technology courses online and at both the downtown and main campus. Check the bulletin for credit and community classes in operating systems, web development tools, Microsoft Office and Adobe products, Quicken and QuickBooks, and more.

Training and Professional Development Task Force

This newly formed task force created by CIO Don Harris and chaired by Beth Sprague is looking at

ways to meet the need for training and professional development opportunities across the campus. The group will help survey the campus community, assess training needs, and develop ways to meet those needs, perhaps involving on-site courses, vendor briefings, speakers, reference materials, and conference attendance. If you are interested in serving on this task force, contact Beth Sprague (bsprague@uoregon.edu).

Have we left out a training source you sponsor or know about?

Email Vickie Nelson at vmn@uoregon.edu and we will feature it in an upcoming newsletter.

Help With Training Costs

Employee Benefit Fund

<http://hr.uoregon.edu/benefits/ebfpolicy.html>

Many of the opportunities listed here are available free of charge to UO faculty, staff, and students. However, if there is a cost for training, employees may be able to get a partial reimbursement from the Employee Benefit Fund. Seminars, workshops, college and community college classes all qualify for a partial reimbursement if the training benefits both the employee and the University. See the website for details.

CSTDAC Scholarship

<http://www.uoregon.edu/~cstdac/>

This past July, the Classified Staff Training and Development Advisory Committee awarded its first two \$500 scholarships. These were created to give classified staff members a chance to expand professional skills that may or may not be related to their current positions. CSTDAC members hope the scholarships will encourage people interested in advancement and career change to seek any suitable training that will help them achieve their goals. Watch the CSTDAC website for announcements of further scholarships.

more tech resources

Hardware repair, upgrades: Electronics Shop (151 McKenzie Hall, 346-3548, hardwarehelp@uoregon.edu)

Cell phone and pager service for UO staff and faculty: <http://telecom.uoregon.edu/Cellular.htm>

Create a Computer Replacement Plan for Your Department

Chris Jones

Director of A&AA Computing Services

jonesey@uoregon.edu

Are your staff's computers too old to run modern software? Do some people seem to get new computers frequently while others' just keep getting older? Do you know how many computers are in your department and when they were purchased? If these questions worry you or sound familiar, consider creating a computer replacement plan.

Start with an inventory. In order to know when to replace your computers, you first need to know what computers your faculty and staff are using. This means creating and keeping an inventory of your computers. Keep your inventory in a way that works for you; that way, you'll be more likely to use it. I keep my 500-computer inventory in an Excel spreadsheet with the following columns: building, room, person's name, computer name, manufacturer, model, serial number, operating system version, year purchased, month purchased, memory, hard disk, processor, and optical drive.

You can use your inventory to determine when customers' computers will need to be replaced and to create a budget for the upcoming year's computer replacement costs.

Decide on a replacement cycle. You will need to decide how often to replace your computers. This is a subject of some debate; your cycle may differ from the one described below. The main thing to remember is that implementing a computer replacement plan is better than replacing computers on an ad hoc basis.

In the School of Architecture and Allied Arts (A&AA), we settled on the following replacement cycles for different categories of computers:

- Staff computers: every three years
- Faculty, lab, and server computers: every four years
- Retired and adjunct faculty offices, and other low-demand uses: every six years

The cycle you choose should be one that makes sense for your unit, both technologically and financially. It sometimes surprises people that we replace staff computers more often than faculty computers, but it makes sense when you look at the demands that are placed on staff computers. Staff work at their desks eight hours each day, work in multiple programs simultaneously, and are often forced to upgrade their software or hardware to keep up with upgrades to administrative computing systems.

If you have created an inventory as recommended above, you can add a column for the replacement cycle and use it to calculate when each computer is due for replacement.

A sample computer replacement plan. In A&AA, we decided it was in the best interest of the school to ensure that all members of the school community had access to computers that met their basic computing needs. To that end, the school created a plan that funds computer replacements for staff and tenure-related faculty.

When a computer reaches its replacement age, A&AA Computing Services works with the faculty or staff member to choose an appropriate replacement computer. Faculty and staff are required to purchase a new computer when their current computer is due for replacement. The purpose of this requirement is to ensure that faculty and staff have

computers modern enough to perform necessary work functions and to avoid excessive support burdens on computing services staff.

Some faculty and staff may require more powerful computers or more frequent updates than our plan is designed to fund. Those who require more than the budgeted amount for a new computer, or who require a new computer more often than the plan can fund, are encouraged to seek other sources of funding, including grants, ASA funds, and departmental funds. Faculty, staff, and departments who obtain other sources of funding for computers still receive full funding through the computer replacement plan. New faculty members are expected to purchase their first computer from startup funds.

Faculty and staff computers that are replaced are handed down for lower-demand uses, including adjunct faculty offices, retired faculty offices, and student employee work spaces. A&AA Computing Services supports computers until they are six years old.

Benefits of a computer replacement plan. The primary benefit of our computer replacement plan is a feeling of fairness, equity, and predictability among our faculty and staff. They know that there is a fund available to replace their computers when they reach replacement age. Before the computer replacement plan, funding was ad hoc; some people got new computers, and some people struggled along with old technology for years.

In our school, the computer replacement plan has had disproportionately positive effects on faculty and staff morale, given the relatively low level of expense involved.

Feel free to contact me at *jonesey@uoregon.edu* for further information about creating a computer replacement plan for your department, school, or college.

CORNER

Statistical Computing at the University of Oregon

Robin High

*Statistical Programmer and Consultant
robinh@uoregon.edu*

This column introduces you to the statistical computing resources currently available to UO faculty, students, and staff. Statistical computing software is generally designed to run on personal computers, both desktop and laptop models. For many applications, statistical programs for the PC are as powerful as the same software installed on larger systems. However, if you're a Mac user, your choices of statistical software are limited, and the few programs that are available generally do not apply advanced or recently developed statistical techniques.

SAS and SPSS are the two most common choices for applications of statistical methods at the UO. Both programs handle routine data analysis tasks quite well. SAS is currently the only statistical software we offer for installation on personal computers campuswide. We don't currently offer a university-wide license for SPSS. However, you may be able to run SPSS on a computer located in a campus computing laboratory or a departmental computer, or you may purchase your own copy from SPSS. For students, an affordable version of SPSS is the Grad Pack available for purchase at a much reduced cost compared to the regular fee. *The Student Version of SPSS is not recommended since its functionality for data analysis is extremely limited.*

Other programs such as STATA and SCA may be found within specific departments, but these are not officially supported by Information Services. For more details about these issues, including a detailed introduction to statistical computing at the University of Oregon, see http://www.uoregon.edu/~robinh/stat_comput.html

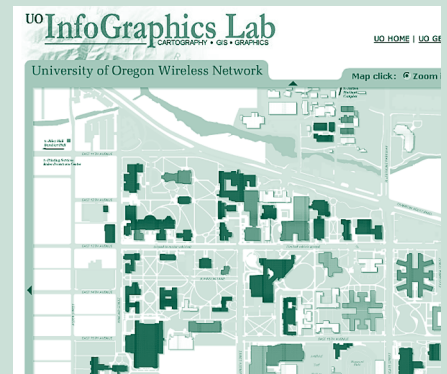
Installation and Renewal Instructions for SAS

If you'd like to install SAS, you may check out disks from the Documents Room Library (McKenzie 175). For new installations or previously installed versions (Version 8.2 or Version 9.1.3 of SAS), you will need to obtain a license for the new academic year 2006-07. After you complete the request form at <http://ssil.uoregon.edu/sas/>, you'll receive this new file as an attachment to the email address you specify. Detailed instructions on installing SAS or for renewing your license are online at <http://www.uoregon.edu/~robinh/012load.html>

What about Spreadsheets?

Spreadsheet programs such as Microsoft Excel are also widely available for desk and laptop computers. While spreadsheets are helpful tools for data entry, storage, simple calculations, and graphs, they are rarely suitable for statistical analysis. Available methods are limited to the most basic choices (which assume one observation per subject), and they can be very awkward to run, especially if your dataset contains many rows and columns. You'll find more information on the disadvantages of using Microsoft Excel as a statistics program at <http://www.practicalstats.com/Pages/excelstats.html>

Looking for a current map of wireless coverage on campus?



Go to:

<http://geography.uoregon.edu/infographics/wireless/>

This dynamic online map shows you the big picture. You can zoom in and out, scroll to a specific spot on campus, or search by entering a building name. The map is updated periodically as new wireless coverage is added.

● edu Tech Roundup

Vickie Nelson

PennTags

Librarians at the University of Pennsylvania have opened their catalog to social bookmarking and tagging like that seen on sites such as flickr and del.icio.us. With PennTags, members of the Penn community can add descriptive or evaluative key words and comments to library catalog records and other electronic resources. People are using the tags to create reading lists for themselves and others and to work on collaborative projects. Check out Penn Tags at <http://tags.library.upenn.edu/>

Peer Review By Blog

McKenzie Wark, a professor of media and cultural studies at New School University, has posted a draft of his latest book on a blog, where readers can post their opinions on style and content. Each paragraph appears in a boxed blog entry, and people, both expert and not, are offering their opinions and even copyediting. See how it works at <http://www.futureofthebook.org/gametheory/> or read *The Chronicle of Higher Education's* cover story on digital publishing at <http://chronicle.com/weekly/v52/i47/47a02001.htm>

Rice Announces All-Digital Academic Press

The high cost of producing and selling scholarly books put Rice University Press into a ten-year hiatus. Now it has emerged as the nation's first all-digital academic press. Peer-reviewed books accepted for publication will be edited and placed on a web site, where they will be free to read as ebooks. Readers will have to pay to download a copy or to purchase a bound volume from a commercial print-on-demand service. Read more at <http://media.rice.edu/media/NewsBot.asp?MODE=VIEW&ID=8654>

Wireless Off Switch Needed

Suspecting that students bent over laptops might be playing online poker, shopping, or chatting, Bentley College professors asked officials for a wireless on/off switch on a classroom by classroom basis. Not an easy task, according to Todd Marsh, principal network engineer at Bentley, however, his team managed to cobble a system together and introduced it last fall. Called the "classroom network control system," the system is still being fine-tuned. Read *The Chronicle* report at <http://chronicle.com/weekly/v52/i39/39a02801.htm>

Berkeley on iPod

Visit <http://itunes.Berkeley.edu> to see how the University of California at Berkeley is using Apple's iTunes store to make audio and video recordings of course lectures and other campus information available free to anyone — on campus or off. You can take a tour of campus or listen to lectures for almost 30 courses on your MP3 player or computer.

Web-Based Cultural Design Tools Increase Student Interest in Math

Ron Eglash, a researcher at RPI, has uncovered the mathematics that lie behind various native and contemporary designs, ranging from cornrow hairstyles to Navajo rugs and Pre-Columbian pyramids. Based on his discovery, he's developed a series of web-based teaching tools that are capturing the imaginations of students in math classes across the country. Called "culturally situated design tools" (CSDTs), the programs educate students about the mathematics expressed in cultural artifacts. Research suggests CSDTs may raise math achievement and improve tech career aspirations, especially for ethnic minority students. Read more at <http://news.rpi.edu/update.do>

UC Davis Powers Wireless Mesh 'Frognets' with Solar Energy

Mike Benard, an ecologist in Michigan, is making use of a solar-powered wireless mesh network developed by UC Davis to check in on frogs living in an isolated pond near the Davis campus nearly 3,000 miles away. The unique wireless mesh network, which uses the sun's energy and a series of low-cost relay stations, is an innovative and comparatively inexpensive technology that may one day allow children in remote villages around the world to go to school online or bring information to workers in hard-to-get-to disaster areas. Read more at http://www.dateline.ucdavis.edu/dl_detail.lasso?id=8861

Information Services Guide

UO Website

<http://www.uoregon.edu/>

IT Website

<http://it.uoregon.edu/>

Campus Modem Number
225-2200

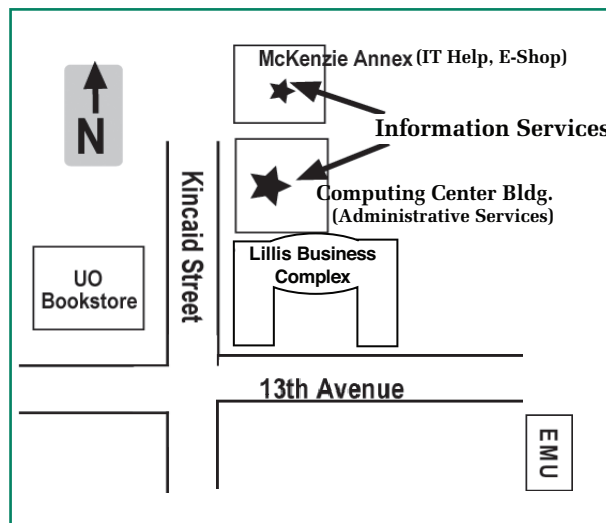
Microcomputer Services

(151 McKenzie Hall)

<http://micro.uoregon.edu/>
346-4412

microhelp@lists.uoregon.edu

- microcomputer technical support
- help with computing accounts, passwords
- help with damaged disks, files
- system software help
- Internet connections, file transfers
- public domain software, virus protection
- software repair



McKenzie Building Hours

Mon - Thu	7:30 A.M. - 11:30 P.M.
Friday	7:30 A.M. - 7:30 P.M.
Saturday	9 A.M. - 9:30 P.M.
Sunday	9 A.M. - 9:30 P.M.

Computing Center Building Hours

Mon - Fri	7:30 A.M. - 5:00 P.M.
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Note: These are *building* access hours; hours for individual facilities may vary.

Electronics Shop

(151 McKenzie Hall)

http://cc.uoregon.edu/e_shop.html
346-3548

hardwarehelp@uoregon.edu

Computer hardware repair, upgrades

Network Services

<http://ns.uoregon.edu/>
346-4395

nethelp@ns.uoregon.edu

Central data communication and network services

Telecommunications Services

<http://telcom.uoregon.edu/>
346-3198

Local and long distance phone service for UO campus

Administrative Services

<http://ccadmin.uoregon.edu/>
346-1725

Programming support for campus administrative computing



UNIVERSITY OF OREGON

OFFICE OF THE VP FOR INFORMATION SERVICES AND CIO

1212 University of Oregon Eugene, OR 97403-1212