

# ITconnections

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Information technology applications at the University of Oregon

Spring 2007



*Assistant Professor Marc Schlossberg (right) and GTF Jacob Callister confer on the progress of their latest neighborhood mapping project, which utilizes ArcPad GIS and personal digital assistants. Story on page 4.*

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## THE INTERACTIVE CLASSROOM

Marc Schlossberg, Planning,  
Public Policy and Management

Scott Huette, Arts and  
Administration

## IT@UO

Provost Linda Brady foresees  
important role for IT in  
meeting future challenges

Contest feedback improves  
wireless coverage

## IT INTERNATIONAL

The student perspective:  
UO international and  
study abroad students  
share their experiences

# Brady Outlines IT's Role in Meeting Challenges

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In January, Provost Linda Brady spoke with members of the campus IT community about the challenges facing the UO and the central role IT must play in meeting those challenges.

The UO's new chief academic officer began by sounding the keynote of academic excellence in research and teaching, and this theme reverberated throughout her talk.

We must now grapple with the problem of how to build and sustain quality in an increasingly competitive environment shaped by generational changes in our faculty and the history of state disinvestment in higher education. Because we lack the resources to invest across the board, she said we must decide where we want to be in ten years and then make incremental, strategic investments that move us toward our goals.

Where should we invest our scarce resources? Brady sees the following five areas as essential:

**1. Faculty and staff.** The UO must recruit and retain excellent faculty and staff. Brady



Provost Linda Brady takes questions from the campus technical community at a Departmental Computer Group meeting in January.

pointed out that half of our current faculty will reach retirement age in the next decade. Because of the UO's below-average salary schedule, we face challenges as we compete to recruit the best and brightest to fill their places. The goal, however, remains essential. "The excellence of the university," Brady emphasized, "is founded on the excellence of our staff."

- 2. The underserved.** The UO needs to provide access and support to Oregon's underserved populations, including low-income students, Latinos, and students of color. A look at the current demographics of the K-12 population in Oregon reveals that the fastest growing groups don't traditionally receive the most educational opportunities. We need to reach out to such students and focus on making them successful. We must also find creative ways to use technology to improve retention and graduation rates.
- 3. Graduate education and research and faculty research.** The UO should enhance graduate education and research capability and ensure support for faculty research. To realize this goal, we must invest in a solid, up-to-date IT infrastructure.
- 4. Globalization.** The UO must strive to create a global university that goes beyond our existing programs. We need to establish partnerships with institutions around the world—especially in East Asia—and explore how we can use technology to make our research and resources available to people around the world.
- 5. Community engagement.** The UO must work to enhance community engagement statewide and explore ways to reach into the rural parts of the state. Technology is a tool to engage those populations. Brady noted that "we are responsible to the communities that support us—especially with questions of access." She cited the opening of UO Portland in the former White Stag building as an opportunity to reach out to more Oregon residents.

After her presentation, Brady engaged in an easy give-and-take with her audience and encouraged the UO IT community to share their ideas and concerns with her directly at [lbrady@uoregon.edu](mailto:lbrady@uoregon.edu).

## Infrastructure Matters...



### Our CIO muses on the importance of "what's under the hood"

Believe it or not, most information technology professionals do not spend their weekends reading technical guides and operations manuals. In my own case I've kept my reading list free of material that's heavy in technical jargon, with one notable exception. For the past few years I've enjoyed reading a periodical titled *Innovation*. Written by engineers at one of the world's top auto manufacturers, *Innovation* gives focus to the behind-the-scenes work that goes into making the technological advances that benefit many of us who drive automobiles.

I understand that many can't get excited about reading the engineering specifics of "smart" airbags, infrared night vision systems, "active steering," or twin-turbocharged engines. Many just want to get in their cars, turn the key, and drive. Actually, I would have to confess that I too am far more interested in driving than getting under the hood of my own car. But I read this periodical to gain an appreciation of just how much is going on when I do turn the key, and to appreciate the quality engineering and the technical infrastructure necessary to support my driving experience.

After my last reading of *Innovation* I couldn't help but think about the role of information technology at the University of Oregon. The focus of IT for most faculty, students, and staff is clearly on the applications, not infrastructure. And it is for this reason that we have refocused this periodical away from the technical to telling the story of how faculty and students are using IT resources in their teaching/learn-

ing and research work. Like so many automobile drivers, I'm quite sure many of these individuals don't know much about the IT infrastructure that is required to support their work. Yet it would be a mistake to minimize the role of this technical infrastructure, and a shame to allow it to lapse into something that could not support the needs of a top university.

In her comments to the Departmental Computing Group, Provost Linda Brady talked about the importance of academic excellence to the future of the university. She talked about this in relation to hiring and retaining faculty and staff, reaching underserved populations, enhancing graduate education and research, increasing international efforts, and engaging a statewide community. She also emphasized the important role that information technology will play in achieving each of the above goals. Quality IT infrastructure, and the professional staff that support it, are very much of that environment.

The engineers who do the work described in *Innovation* have but one goal, excellence. They pursue this goal by working behind the scenes, yet what they do is vital to the performance of the cars they produce. Likewise, IT infrastructure and core services (e.g., voice and data networks, administrative applications, systems and servers, and support services) occupy the often unseen yet vital world which has become a critical part of any major university, including the University of Oregon. If we are to achieve the goal of excellence Provost Brady described, we must invest not only in the visible, but in the often unseen world of IT infrastructure, upon which everything else depends.

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## UOREGON.EDU PASSWORD INTERFACE CHANGING SOON

During spring term, the UO's password processing system will be modified and streamlined, and users will see a new web interface. This change is part of a larger project that includes a new system for managing [uoregon.edu](http://uoregon.edu) computing accounts. An initial benefit of the new system will be to provide one username and password to [uoregon.edu](http://uoregon.edu) account-holders for many of their UO network interactions, including email, shell, wireless, Blackboard, modem, and VPN access. Future plans include extending the use of this single username and password to access additional services, such as DuckWeb. Details on the changes, including instructions for using the new interface, are available at

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



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# New Ways of Teaching: Marc Schlossberg

## Schlossberg and his students use technology to build a better world...one neighborhood at a time

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“Have fun and do good.” With these words, Assistant Professor Marc Schlossberg sends his Applied GIS and Social Planning students out on their mission: to help a Eugene community improve its livability using personal digital assistants (PDAs) and ArcPad GIS mapping software.

So how did a University of Texas business major headed for a career in marketing end up in Eugene, teaching courses in Planning, Public Policy and Management at the University of Oregon? A summer job with a nonprofit organization dedicated to improving the quality of life for inner city residents proved to be the catalyst for a sea change in Schlossberg's direction. After completing his business degree, he went on to serve in the Peace Corps, earn a Ph.D. in urban planning, and subsequently inspire students to make a difference in the world. Like a pebble tossed into a pond, the ripple effect of Schlossberg's experience is now quietly spreading in the form of grassroots movements across the globe.

Schlossberg may be an idealist, but he is an extremely practical one. Early on, he learned the value of developing solutions that work in the field, giving people the tools to analyze their particular needs and present the data effectively to city planners and engineers. His first exposure to GIS (Geographic Information Systems) software was in graduate school, where he used it extensively to explore the disproportionate siting of toxic industries in poor, nonwhite neighborhoods. Later, while serving in the Peace Corps, he trained a Fijian student to map Fiji's census using GIS. In the decade since, that student, Inia Saula, has become one of the core public-sector GIS users in Fiji.

GIS produces color-coded maps and sophisticated statistical analyses that distill on-the-ground research into a compelling visual format that's easy to grasp. When ArcPad, a mobile version of GIS that runs on PDAs, was released a few years ago, Schlossberg saw the potential for giving students the kind of hands-on experience in field work that would serve them well in their careers. He also saw an opportunity to give people a practical tool for getting personally involved in improving the quality



Photo: Marc Schlossberg

*A West University neighborhood resident (center) tries out ArcPad data collection techniques as two Applied GIS and Social Planning students look on.*

of life in their own communities. With the right tools and the motivation that naturally springs from having a say in their own destiny, communities could participate in shaping their environments—ultimately making streets safer for walking and biking, influencing school siting and transportation decisions, and generally making their neighborhoods more livable.

In 2003, Schlossberg developed the template for what is now his series of courses in applied GIS and social planning, and received a grant from the Northwest Academic Computing Consortium to purchase PDAs for student field work in local communities. The following year, he was awarded another grant to purchase PDAs, this one from the Williams Council, an internal UO fund for improving the quality of undergraduate education.

Schlossberg says his goal in these courses is “to challenge students to devise their own assessment questions, develop the technical tool, then try it out by conducting a walkability audit.” In years past, his students developed different sorts of assessment tools, but having PDAs and mobile GIS software now gave them exciting new opportunities.

The west university neighborhood (WUN) was the first to benefit from the new technology. In the fall of 2004, Schlossberg's students collaborated with residents to use ArcPad GIS and PDAs to map the neighborhood and identify trouble spots. In this particular neighborhood, concerns included inadequate trash collection, park safety, and the need for improved housing standards.

The WUN student team consisted of 15 students, both graduate and undergraduates. The project not

only gave students experience in dealing with real-world problems, but engaged them in an activity that had the potential to effect constructive community change.

WUN community members were equal partners in the project. Students collaborated with residents to design the questions for data collection, and GIS maps and analysis were shared at the end of the project. These maps could then be used by the neighborhood organization to support their proposals for change. Robert Stevens, one of the graduate students who participated in the project, summed up the practical benefits this way: “I...learned that what the residents really needed to make their efforts [at lobbying the city] successful was solid evidence, not simply verbal description.”

The WUN Map Project was followed by the equally successful Crest Drive Community Mapping Project in 2006. The Crest Drive project focused on residents' concerns for the safety and walkability of their streets. In the year since the study's completion, the Crest Drive neighborhood continues to collaborate with the city of Eugene to redesign several of its roads. Kathy Saranpa, chair of the Crest Drive Citizens' Association, comments that the UO mapping project “was a valuable experience for the neighbors involved, and for those who make use of the maps. [The maps] have been used on several occasions, though it is too early to tell if they will have an effect on future walkability.” Kathy goes on to say that when they “get into the nuts and bolts of design,” the maps may very well play a significant role.

The virtue of the ArcPad/PDA method of data collection is that data entry error is reduced because it's entered directly in a GIS format. In addition, feedback is immediate: researchers can see the resulting maps and analysis as soon as data collection is complete. The maps, which are interactive (i.e., clicking on a specific area calls up relevant information about that portion of the map), are subsequently posted online for everyone's benefit.

Schlossberg's current project involving ArcPad GIS is a collaboration with the nonprofit National Center for Biking and Walking (NCBW). Schlossberg and GTF Jacob Callister are working with NCBW program director Gary MacFadden to develop a School



*ArcPad GIS loaded on a PDA. This example shows a cross-section of neighborhood streets. As they walk the route, users click to select the street they're surveying and to answer a series of multiple-choice questions about its condition.*

Environment Assessment Tool (SEAT) that will enable communities all over the country to make their neighborhoods safer and more conducive to biking and walking to school. The goal is not only to promote street designs and school sitings that are user-friendly, but also to improve Americans' health by counteracting the increasing trend toward childhood obesity.

Although specific to each community, SEAT tools are being designed to be universally applicable. Thus far, Callister has conducted several neighborhood workshops in LaCrosse, Wisconsin, and some in St. Paul, Minnesota. More are tentatively scheduled in Seattle. “We try to tailor the training to the specific location to help participants understand how their context relates to our questions. As Marc [Schlossberg] and I brainstorm, we would love to find a way to allow communities to create their own questions to be answered as they audit,” Callister says.

As always, working closely with community members is essential in developing a simple, user-friendly tool. “The pilots we were able to do in Wisconsin and

Minnesota were very helpful in understanding the user-friendliness of the instrument. We also received a lot of feedback on the questions we were asking,” Callister says. Thus far, Callister reports that feedback from users has resulted in “an immensely simplified toolbar that limits options (and confusion and user error); we've also added elements that provide for greater detail in the street and intersection level.”

Other questions arise as the project evolves. Are PDAs the most logical way to perpetuate a SEAT tool? Could the software be adapted to run on smart phones?

Because ArcPad GIS is a relatively new tool, Schlossberg and his team are discovering that they're often the first to push the software's potential as a mobile assessment tool with social implications. In a very real sense, they are pioneers.

Schlossberg sees their use of ArcPad GIS as “a catalyst for community organizing; it gives the community political power and the capacity for change.” Technology alone can't solve the world's problems, but it *can* make a tangible difference...one neighborhood at a time.

## More on Neighborhood Mapping Projects...

1. Crest Drive Neighborhood: <http://www.uoregon.edu/~crest/>
2. West University Neighborhood (WUNMAP): <http://www.uoregon.edu/~wunmap/>
3. SEAT Project: <http://www.uoregon.edu/~schlossb/arcpad/SEAT/>
4. National Center for Biking and Walking: <http://www.bikewalk.org/>

## CORNER

### The Versatility and Power of PROC MIXED Learn new ways of computing linear statistical models

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In past issues of *Computing News* (<http://cc.uoregon.edu/cnews/>), I've published several articles introducing linear models computed with SAS PROC MIXED. The full text of these articles is available on my website at <http://www.uoregon.edu/~robinh/statistics.html>.

If you're analyzing continuous response data that fall under the category of linear statistical models, PROC MIXED offers a powerful replacement for PROC GLM. In addition to being far more flexible in handling complex designs, PROC MIXED also computes correct standard errors in situations where PROC GLM did not. To learn more about how PROC MIXED has essentially made PROC GLM obsolete, see the collection of articles at [http://www.uoregon.edu/~robinh/mixed\\_sas.html](http://www.uoregon.edu/~robinh/mixed_sas.html).

Two of these articles, "The Unequal Variance ANOVA Model" and "Power Analysis for Complex ANOVA Designs," describe PROC MIXED's very important contributions to data analysis.

One of the inherent assumptions of an analysis of variance model is that residuals have equal variances across groups. The first article in this series, "The Unequal Variance ANOVA Model" (<http://www.uoregon.edu/~robinh/>

[glm10\\_homog\\_var.txt](#)), describes how to run an unequal variance linear model using PROC MIXED. It first examines methods of checking this assumption, and then shows how to run a weighted least squares analysis, which has long been a remedy for the unequal variance situation. The article demonstrates how to apply this technique, and then proposes a different solution offered by PROC MIXED that is much simpler to implement and interpret if variances across groups should not be considered equal.

The second article, "Power Analysis for Complex ANOVA Designs" ([http://www.uoregon.edu/~robinh/glm14\\_power.html](http://www.uoregon.edu/~robinh/glm14_power.html)), addresses power calculation for complicated experimental designs, which has always been problematic, if not impossible. This article shows how PROC MIXED serves as a very important study planning tool to compute power for a given number of subjects for many experimental designs you encounter, including complex repeated measures.

The key to making PROC MIXED work is understanding how to structure the variance/covariance matrix to compare correlated group means, and how to enter the variance component elements on a PARMs statement. The result allows you to compute the minimum effect size you want to be able to detect. After that, computing power to detect a significant effect for a given number of subjects is a very simple task with a DATA step.

## Contest Feedback Spurs Wireless Upgrade

A recent contest offering rewards to those who identified critical wireless "dead spots" (weak or nonexistent connectivity) on campus proved to be a win-win event. The top five winners (Erin Honseler, Elizabeth Kozar, Derrick Thoma, Stephanie Denby, and Shawn Kahl), who were chosen by the Information Services management team, each received \$50 UO Bookstore gift certificates. Runners-up (Julie Thompson, Conor O'Brien, Windi Decker, Jev Asher, Dustin McKague, Ben Silver, Kristina King, and Jessica Tosti) were awarded 128MB thumbdrives, and the rest of the campus community benefited by getting improved wireless connectivity.

The contest identified a number of locations with dead spots that UO Network Services was either unaware of, or had never considered for wireless coverage. These locations included 307 Volcanology, Bean Conference Room, Lawrence 405, EMU Oregon Daily Emerald, and some isolated dead spots in the Knight Library. Coverage for these areas, plus the University Health Center (already slated for wireless installation), will be added in the coming months.

Several other locations that had no coverage are currently on hold. These locations include several dormitories, some outdoor spaces, and Moss Children's Center.

## Noted Authority on IT Trends in Academic Research Speaks on Campus

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Clifford Lynch, a leading authority on current and future trends in the use of information technology, will speak on the intersections of IT, academic research, and libraries on Monday, April 9, from 8:30 a.m. to 9:50 a.m. in 182 Lillis.

Lynch's talk will be of interest to faculty members, administrators, librarians, and others engaged in thinking about how technology is enabling new research across all disciplines.

He will address several questions about the relationships among academic research, institutional support, university libraries, and IT:

- What are the major trends in academic research and what impact are they having on the demand for IT?
- Are there trends outside of academe that might ultimately have an impact on research and higher education?
- How can libraries position themselves to support emerging research?
- How are academic institutions aligning their resources to support the increase in demand for IT services and support?
- What support roles seem most appropriate for the academic institution as opposed to individual disciplines or other agencies?
- What impact is e-research having on teaching and what new opportunities are emerging?
- What trends are as yet unrecognized and how might they eventually impact research in the academy?

Lynch is director of the Coalition for Networked Information (CNI), an organization of about 200 institutional members promoting the use of IT and networked information to enhance scholarship and intellectual productivity.

Prior to joining CNI, he spent 18 years at the University of California Office of the President, the last 10 as director of library automation. He holds a Ph.D. in computer science from the University of California, Berkeley, and is an adjunct professor at Berkeley's School of Information. Lynch is a past president of the American Society for Information Science and a fellow of the American Association for the Advancement of Science and the National Information Standards Organization.

Lynch's presentation is sponsored by the UO Libraries and UO Information Services. For more information, visit <http://libweb.uoregon.edu/index/news-app/story.1863/>.



Photo courtesy of Clifford Lynch

# IT International

## International and study abroad students share their experiences

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How is the Internet age impacting UO study abroad and international students? Is information technology making life easier? Relieving homesickness? Helping ease the transition to a new culture? Are there any academic benefits?

We asked five UO students—two Americans who studied abroad last year, and three current international students—to answer these questions, and responses were mixed. All agreed that email, text messaging, podcasting, chats, and blogs provide a great way to keep in touch with family, friends, and academic contacts in their home country. But not all e-communications went smoothly, and unexpected keyboard differences initially caused problems for some. Despite slight inconveniences here and there, however, no one would want to go back to relying on snail mail and expensive long-distance phone calls as their primary mode of contact. High-speed Internet communication, with its capability to transmit digital photos and videos, is making it increasingly possible for students to study abroad without feeling entirely cut off from their homeland, family, or academic mentors.

### Maggie Grega, Study Abroad Program (Angers, France)



Maggie Grega's term abroad at the Centre International Des Études Françaises (CIDEF) in the historic city of Angers got off to a bumpy start when introductory emails between her and her host family went astray, causing both parties to feel a bit estranged at the outset. "To this day, I think there is something fishy about the Internet connection between America and my host family's house," Grega says.

Grega's early experiences at CIDEF were also somewhat confounding. The first time she tried using the school's computer lab, she was dismayed to find that although the keyboard looked familiar, the letters were in different places. Switching the keyboard to an American-style setup wasn't easy for her, so she ultimately left the French keyboard settings alone and looked at the keys steadily while typing. "It was an adjustment, but I got pretty used to it. I think it may have made my typing even worse once I got back to the States though!" she laughs.

IT didn't play as big a part in her studies at CIDEF as she might have expected. "It was a lot more like high school in that sense because I feel like here at the UO almost every class has a technological component, whether it be Blackboard or online course reading or even the necessity of emails from professors. None of that was part of life in France." What was a part of life in Angers was a wi-fi (pronounced "wee-fee") café, where for

the price of a latte students could connect to a wireless network, and Grega occasionally went there with friends.

Aside from emailing friends and family back home, Grega's only other venture into Internet communications was to use DuckWeb to register for classes before leaving France, a process she describes as "a bit of a challenge" because of the time difference. Since returning to the U.S., Grega has kept up with her French by using "a really cool website with all kinds of media and the best French dictionary online I have found yet called TV5.org." She was so inspired by her two and a half months in Angers that she now works as an Overseas Study Peer Assistant in the Office of International Programs, promoting study abroad to prospective students. Studying abroad has given her a taste for travel and international outreach, and she hopes to join the Peace Corps when she graduates this spring.

### Ingrid Ioan (Bucharest, Romania)



Ingrid Ioan is so at ease with technology that she can connect to her dad's PC in Bucharest and troubleshoot his computer problems from her laptop in Eugene. "I am a person who loves to make use of technology," she enthuses. It's a good thing, too, because Romanian families are close-knit and expect almost daily contact with their relatives abroad. Being able to use webcams and microphones for live video conversations helps Ioan stay connected with family and friends back home. "It's a unique experience to see and talk live to a person who is thousands of miles away," she says. "When I talk to my parents and friends from Romania, we exchange digital pictures and end up talking for hours."

Technology is also an important part of Ioan's academic life at the UO, and she relies on Internet resources to download class materials and do research. She singles out E-Reserves (<http://libweb.uoregon.edu/reserves/usingeres.html>), which provides online access to select course materials, as one of the most valuable electronic tools at her disposal. On occasion, she has also used videoconferencing to attend a meeting or class.

Ioan's passion for computers sets her apart from most other students. Before coming to Eugene, she was a computer instructor, a certified computer programmer, and volunteer tech consultant for friends and family in Romania. In addition

to her studies at the UO, Ioan currently works as an information assistant for Mobility International USA (MIUSA, <http://www.miusa.org/>), the organization that helped bring her here on scholarship. Drawing on her diverse technical background, Ioan puts her digital graphic skills to work updating MIUSA's website and doing the layout for its magazine, *Global Impact*. After graduation this spring, she may join MIUSA's staff full-time.

### Alissa Nagel, Study Abroad Program (Tokyo, Japan)

Studying abroad in one of the world's most wired nations ensured that web technology would play a big part in Alissa Nagel's experience. During her year in the Japan Women's University program, Nagel's technical milestones included launching an entertaining blog to share her adventures with family and friends, and getting the hang of cell phone text messaging. The colorful blog, which she created with fellow student Moire Duggan, proved to be a huge success. "We wrote at least once or twice a week and uploaded photos, too. People could write comments either on the photos or in a designated comment area," she explains.

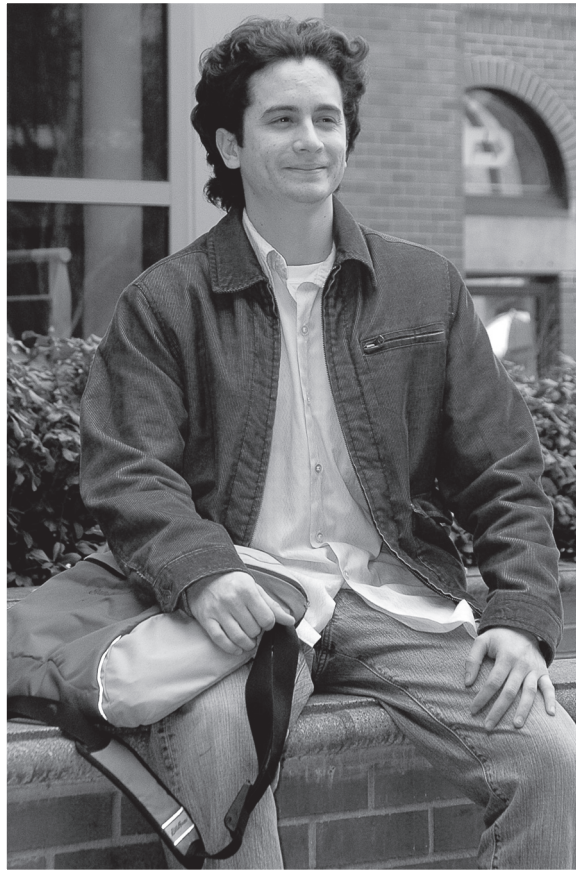
Information technology is an integral part of everyday life in Japan. "Everyone owned a laptop and had access to everyone at all times through their cell phones," Nagel observes. "Wireless Internet was set up in the dorm and I used the Internet all the time. For some of my classes, I used the Internet for all of my research projects...and it helped me stay in touch with Cari Vanderkar (associate director of the overseas study program) and other international studies professors when I had questions about class requirements, etc."

Like Maggie Grega, Nagel was so inspired by her study abroad experience that she works as a peer assistant in the Office of International Programs, advising students and promoting interest in the program. She, too, hopes to join the Peace Corps after graduating this spring, and one day would like to return to Japan.



# IT International

Javier Camoriano-Nolasco (Tegucigalpa, Honduras)



The youngest in a family of medical professionals, Javier Camoriano-Nolasco grew up in the bustling capital city of Honduras. Having had the benefit of a great deal of exposure to technology in high school, he is as familiar with the Internet as his American counterparts, if not more so. (He is also very familiar with MacDonald's, having grown up not far from the neighborhood Golden Arches!)

The transition to Eugene has been relatively easy for him, with only minor adjustments—such as having to adapt to daylight savings time and the startling American custom of serving large portions of food.

A biology major aiming for a career as a pharmacist, Camoriano-Nolasco makes extensive use of information technology for academic research. To communicate with family and friends at home and in the States (his older brother Gerardo is attending medical school in Florida), Camoriano-Nolasco most often uses a smart phone and Skype for text messaging and chatting. The family also uses webcams for occasional videoconferencing.

Camoriano-Nolasco is currently employed as a lab assistant in the zebrafish research facility on campus, where you might think he'd be even more immersed in technology. Instead, he performs essential housekeeping tasks and generally "does a little of everything—even packaging fish to ship to Japan."

This job was undoubtedly the inspiration for his most recent acquisition—something that has nothing to do with computers. It's a five-gallon aquarium, which he is busily stocking with beautiful tropical fish.

## new interactive website designed by students, for students...

International students interested in attending the University of Oregon can now get the student perspective on Oregon and campus life by visiting a website created with them in mind.

The colorful interactive site features a "Real Life" section with current students' observations on "the best and worst things about living in Eugene," a Q & A section designed to answer the most commonly asked questions, a student photo gallery, international admission information, and videos of Eugene—among many other amenities.

<http://oip.uoregon.edu/prospectiveintl/>

Pema Chhophyel (Thimphu, Bhutan)



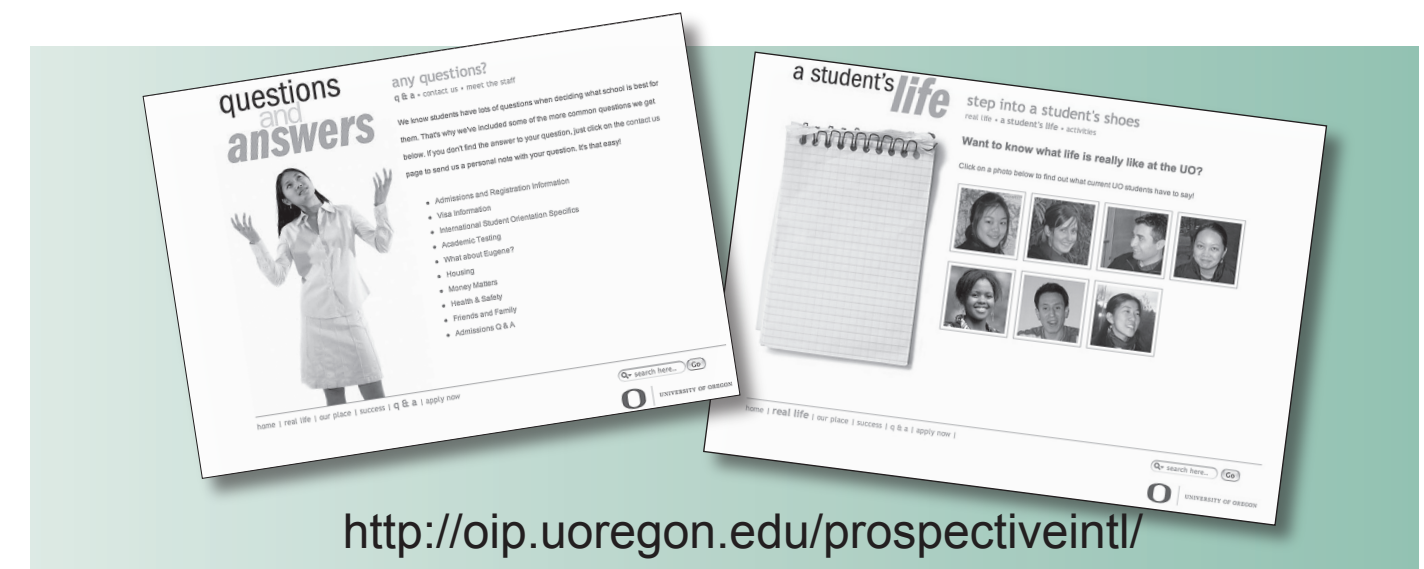
At the outset of our interview, Pema Chhophyel pauses to check a silent signal from his cell phone. He glances at the phone and smiles. "Oh, it's just a reminder I have this interview with Joyce," he says.

Chhophyel would appear to be a child of the Internet age, yet he began life in one of the most remote villages in eastern Bhutan. From there, he embarked on a remarkable odyssey that led him to the capital city of Thimphu, where he attended high school and assisted his cousin in founding the first Internet café in the land. A series of serendipitous encounters eventually brought him to Eugene, where he's now completing a business degree at the UO and serving as operations VP for the student chapter of the American Marketing Association.

Chhophyel's personal journey from rural past to wired present is all the more impressive considering the Internet was not introduced in Bhutan until 1999. Prior to that, television was also unknown in the country. This slow introduction of technology was by design, part of a government strategy to maintain a cultural balance between old and new and ensure that "Gross National Happiness" took precedence over GNP.

Chhophyel immediately took to the new technology, and thanks to the popularity of his cousin's Internet café and a UN grant that funded free Internet access to Bhutanese students, he soon found himself teaching Internet basics to café patrons and schoolchildren alike.

Once in the U.S., Chhophyel went on to explore specialized technologies few students would ever encounter. His job as a language consultant in the UO's Department of Linguistics introduced him to audio transcriber software that creates sound files from the spoken word. With the aid of this software, he's been able to communicate from a distance with UO researchers in the field who are helping to create a written language for Kurtoep, his native dialect.



<http://oip.uoregon.edu/prospectiveintl/>

# New Ways of Teaching: Scott Huette

## Blogs add third dimension to distance ed

Joyce Winslow  
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What is art? What is it for? Is food art?

These are some of the questions instructor Scott Huette raises in his Art and Human Values course, and they beg for lively discussion and a stimulating exchange of ideas. But Huette's courses are largely distance education courses, where face-to-face interaction isn't possible and discussions are traditionally confined to a single student-teacher dialog within Blackboard. How to involve everyone?

Huette's answer: class blogs.

Huette has long been interested in investigating new technologies. A photographer and digital artist in his own right, Huette has extensive experience in video game production and "mashed" (mixed digital) media, and he currently chairs the Artist Services Committee of Eugene's avant-garde Downtown Initiative for the Visual Arts (DIVA). In 2006 he organized a series of information technology workshops for the UO's Teacher Effectiveness Program (<http://tep.uoregon.edu/>), and presented the popular "Blogs, Wikis, and Podcasts, Oh My!" series that inspired some notable teaching experiments in the School of Journalism (<http://it.uoregon.edu/itnews/archives/fall06/blaine.html>) and Digital Arts (<http://it.uoregon.edu/itnews/winter07/skip.shtml>).

Although the blogging format was already familiar to Huette, integrating it with his Blackboard class site took a bit of work. Maintaining class blogs also involves some effort and weekly "web housekeeping" on Huette's part, as well as tech support from colleague Skip McFarlane (<http://it.uoregon.edu/itnews/winter07/skip.shtml>). Huette is the first to admit that introducing a new technology into the curriculum requires some commitment and hard work at the outset.



Scott Huette logs into his class blog in a quiet corner of the Museum Cafe's patio, demonstrating that he's able to join the classroom discussion any time, anywhere.

"Managing blogs is a key piece of work for instructors," he says. "There's no easy, streamlined way to manage blogs and no manual for doing it." Huette also cautions that student privacy is an important concern for instructors. "You must have a secure server and restrict access to the UO class only," he notes.

Huette has employed class blogs in his Art and Human Values courses for three terms now. These distance education courses attract a diverse, somewhat unconventional student body. Most are UO students seeking credits for their degree, but a few—including a middle-aged Georgia businessman, an active-duty serviceman stationed in Germany, and a number of Asian students who chose to continue or finish parts of their education from their homeland—have enrolled for other reasons.

The class blogs, where participants may post photos of themselves and brief biographies as well as comment on class assignments, help to introduce classmates to each other and lend some lively intimacy to what might otherwise be a fairly austere and solitary learning experience. Other benefits of class blogs include their potential to promote critical and analytical thinking, stimulate intuitive, associative, and analogical thinking, and encourage personal expression. In the process of setting up

and posting to their blogs, students also gain web skills and become more adept at online research.

As the term progresses, the blog threads become an online portfolio. Publishing their writings online for the entire class to see and comment upon can also be an incentive for students to take a more thoughtful and polished approach when completing their assignments.

Eventually, Huette intends to document student feedback on the value of their class blogging experience. Over the course of the past three terms, some students have spontaneously expressed either enthusiasm ("I love blogging!") or frustra-

tion with the blogging requirement. Huette says the frustration was usually the result of students' either forgetting or losing their password.

For his own part, Huette feels the effort to set up and maintain class blogs was well worth it. Not only have these online discussions added dimension to the class experience, but they have also given him valuable insights as a teacher. These insights "tend to be more of a personal nature," he says. "I get a better picture of the students as individuals by using the blogs. The students are able to impart more personality into their blog and the postings than they can using Blackboard's discussion boards. This is extremely important to me in an online course with no direct face time with the students."

## More on Blogs in Education

1. Blogs in education:  
<http://awd.cl.uh.edu/blog/>
2. *Ways to Use Weblogs in Education* (A. Davis, *Edublog Insights*):  
<http://anne2.teachesme.com/2004/10/05>
3. *Educational Blogging* (Stephen Downes):  
<http://www.educause.edu/pub/er/erm04/erm0450.asp?bhcp=1>
4. List of resources and blogging tools:  
<http://www3.essdack.org/socialstudies/blogs.htm>
5. Legal issues (*Bloggers FAQ*):  
<http://www.eff.org/bloggers/lg/faq-students.php>
6. Blog software comparison (*Online Journalism Review*):  
<http://www.ojr.org/ojr/stories/050714gardner/>
7. *RSS: A Quick Start Guide for Educators* by Will Richardson:  
<http://static.hcrhs.k12.nj.us/gems/tech/RSSFAQ4.pdf>
8. Instructions for publishing a blog on your uoregon.edu account without installing blogging software. Provided by Andrew Bonamici (bonamici@uoregon.edu) and JQ Johnson (jjj@uoregon.edu):  
First, make sure public\_html and public\_html/blog directories exist in your uoregon.edu account. Then:
  - a. Set up a blogger account at [blogspot.com](http://blogspot.com)
  - b. Under "settings," select "publishing"
  - c. Select SFTP and enter the following settings:  
FTP Server: [shell.uoregon.edu](http://shell.uoregon.edu)  
Blog URL:  
<http://www.uoregon.edu/~username/blog.html> (or another filename.html)  
FTP Path: [public\\_html/blog/](http://public_html/blog/)  
Blog filename: [index.html](http://index.html) (or another filename.html)  
FTP username: [username](http://username) (same as email, but omit @uoregon.edu)  
FTP password: [\\*\\*\\*\\*\\*](http://*****) (same as email)  
Notify weblogs or not, your choice  
Save settings
  - d. Publish your blog!

## Students Replay Lectures at Santa Clara University

If students at California's Santa Clara University miss some of what the teacher says in class, they can go back to the lecture again and again, thanks to a lecture-capture solution from Tegrity. The students take notes with a high-tech pen and notebook that digitally records everything they write and draw. They then upload their notes from the pen to their own computers. Tegrity software, running on a university server, matches the notes up with a digital video of the class itself along with any other materials the professor used during the class. Students can watch a lecture they missed, review a lecture they attended, and add additional notes as they study. CIO Ron Danielson says the system frees students to listen instead of struggling to write down everything the professor says. Read more about the system at [http://www.tegrity.com/tc2\\_pen.php](http://www.tegrity.com/tc2_pen.php) or <http://www.educause.edu/PressReleases/1176&ID=1375>

## UW and MS Collaborate to Create Virtual Worlds

Imagine moving through a 3D scene created from a collection of the digital photos of a place you've visited—and even being able to include hundreds of photos of the spot from the Internet. Now, thanks to Photo Tourism, software developed by University of Washington doctoral student Noah Snavely in collaboration with Steve Seitz, associate professor of computer science, and Rick Szeliski, an employee at Microsoft Research, such virtual worlds are possible. Photo Tourism can work with just a few photos or with hundreds. It analyzes each photo, determines the spot where the camera that took the photo was situated, and then builds a 3D model of the scene. While Snavely continues working on Photo Tourism as part of his doctoral program, Microsoft is moving forward with a commercial version of the software called Photosynth. Read more at <http://phototour.cs.washington.edu/> and <http://labs.live.com/photosynth/>

## Ball State Tests Power of WiMax

Ball State University in Muncie, Indiana, has been granted a six-month experimental license from the FCC to study a powerful new wireless technology called WiMax. H. O'Neal Smitherman, Ball State's vice president for information technology, sees great promise in the fast, wide-ranging wireless, which he says might be able to cover the entire 700-acre campus and a four-mile radius around it with only one access point. He also sees a potential for using WiMax for bringing the Internet into rural areas around Muncie. <http://chronicle.com/weekly/v53/i21/21a03202.htm>

## Wanted: Thousands of Authors

A call has gone out from MIT and the Wharton School of Business for thousands of scholars and business people to help write a textbook on the power of community in the business world. Appropriately, the sponsors plan to use the power of community in the form of a wiki to write the book. According to the project website, "Together we will write the book on how the emergence of community and social networks will change the future rules of business." The book will be written online and come out in paper from Pearson Publishing next fall. For more information, check out [http://campustechnology.com/news\\_article.asp?id=20096&typeid=150](http://campustechnology.com/news_article.asp?id=20096&typeid=150) Or visit the project website at <http://www.wearesmarter.org/>

## UK Students Make Movies with Machinima, Visit Prof in Second Life

At the University of Kansas, film students in a course called "New Media and Cyber Culture" are using Machinima to make movies. The software product lets them shoot films inside the virtual reality of a computer game without the need for digital cameras or 3D packages. One of the two professors teaching the course is even getting into the VR spirit of the class by holding his office hours in Second Life, so his students—or at least their avatars—can visit him at his office in cyberspace. For more info, see <http://education.zdnet.com/?p=824>

## ASU Turns to Google for Student Accounts

This past fall Arizona State University and Google announced the first large-scale deployment of Google Apps for Education. ASU's 65,000 students enthusiastically embraced the new system, which in addition to Gmail, Google Talk, Google Calendar, and 24/7 tech help, gives each student a two-gigabyte quota. On the day of the announcement, students were converting their old ASU email accounts to Gmail accounts at a rate of 300 per hour. Adrian Sannier, University Technology Office, said, "We believe that strategic alliances with technology leaders like Google are key to accelerating the contribution that technology can make to ASU's academic enterprise." Read more at [http://www.asu.edu/news/stories/200610/20061010\\_asugmail.htm](http://www.asu.edu/news/stories/200610/20061010_asugmail.htm)

## At UV It's Official: Laptops are Ubiquitous

Does it seem that almost every student you see has a laptop? The University of Virginia has proof. UV has tracked the technology its freshmen bring to campus with them over the last ten years, and now reports a precipitous fall in the number of desktop units and a corresponding surge in the number of laptops. Just five years ago the ratio of desktops to laptops was one to one. This past fall, only 90 of approximately 3000 freshman students lugged the large machines to campus. Other changes noted in the university's report: One in five students now brings a Mac to campus, up from one in 35 in 2000—and a whopping 77 percent show up with digital music devices, 87 percent of which are iPods. Read more at <http://chronicle.com/weekly/v53/i26/26a03201.htm>

## ◀ Save the Dates ▶

### Symposium: Computers in Teaching and Learning in Higher Education

Friday, April 27 2007 8:30 a.m. - 3 p.m.

**Knight Library Browsing Room**

**Free to all members of the UO community**

**Advanced registration required:**

Email [jqj@uoregon.edu](mailto:jqj@uoregon.edu) or call Jeannette Lochbaum at 346-3056

This free University of Oregon symposium will provide faculty members, GTFs, and others with examples of current best practices in the applications of computers in higher education teaching. Goals of the symposium include:

- showcasing a selection of UO faculty who are making effective and novel instructional use of information and communication technology (ICT)
- exploring some possible futures of instructional uses of ICT at the UO

Sponsored by the Library Center for Educational Technologies, with support and assistance from the UO Teaching Effectiveness Program and the Office of the Provost.

For more information, see

<http://libweb.uoregon.edu/cet/symposium-070427.html>

### Departmental Computing Event: Creating Technology Rich Learning Spaces

**Monday, June 25 2007**

On this date we'll be hosting two distinguished guest speakers from Emory University, Emory College Associate Dean Carole Meyers and university Director of Academic Technology Services Alan Cattier. The two will give a presentation on designing creative learning spaces that utilize information technology resources. Afterward you may join a group for an informal tour of some learning spaces on the UO campus and hear Carole and Alan give suggestions for how these spaces might be enhanced.

**For details, check for updates under "News and Events" at**

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



# Information Services Guide

## UO Website

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

## IT Website

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

## Campus Modem Number

(541) 225-2200

## Microcomputer Services

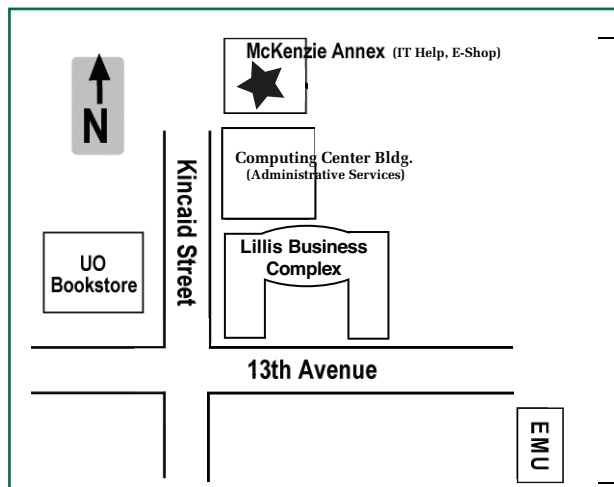
(151 McKenzie Hall)

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

(541) 346-4412

[microhelp@lists.uoregon.edu](mailto:microhelp@lists.uoregon.edu)

- Mac OS and Windows help and troubleshooting
- Help with damaged disks and files
- Help with uoregon.edu accounts
- Help with Internet connections and file transfers
- Antivirus & antispyware software



### Help Desk Hours (151 McKenzie)

Mon - Fri 9:00 A.M. - 5:00 P.M.

### 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 8:00 A.M. - 5:00 P.M.

**Note:** These are *building* access hours; hours for individual facilities may vary.

## Electronics Shop

(151 McKenzie Hall)

[http://cc.uoregon.edu/e\\_shop.html](http://cc.uoregon.edu/e_shop.html)

(541) 346-3548

[hardwarehelp@uoregon.edu](mailto:hardwarehelp@uoregon.edu)

Computer hardware repair, upgrades

## Network Services

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

(541) 346-4395

[nethelp@ns.uoregon.edu](mailto:nethelp@ns.uoregon.edu)

Central data communication and network services

## Telecommunications Services

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

(541) 346-3198

Local and long distance phone service for UO campus

## Administrative Services

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

(541) 346-1725

Programming support for campus administrative computing



UNIVERSITY OF OREGON

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