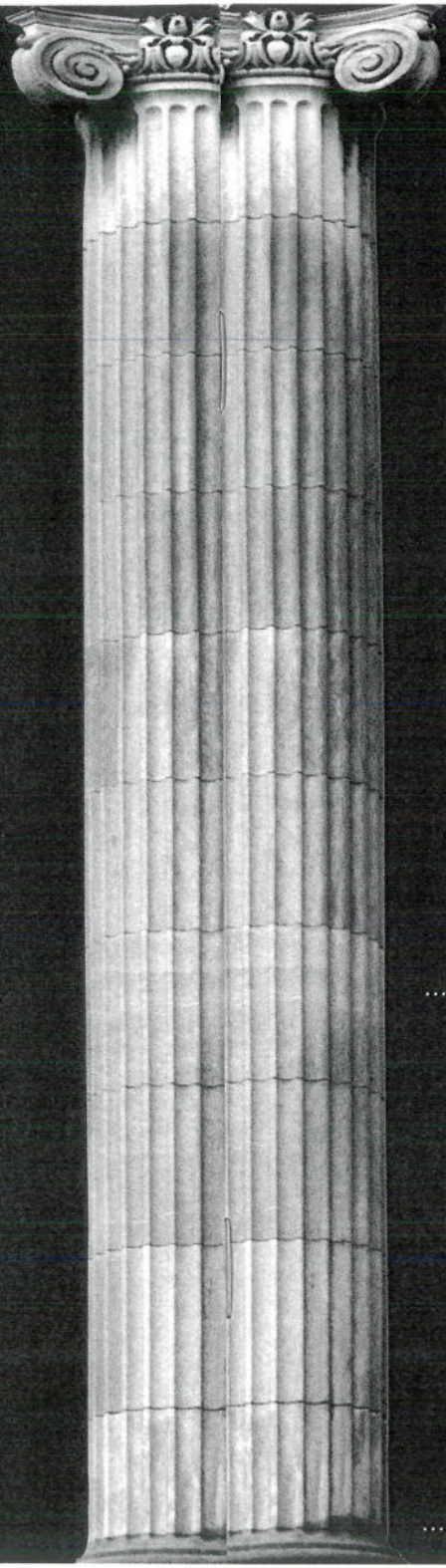


Indiana State University
More. From day one.

Center for INSTRUCTION, RESEARCH, & TECHNOLOGY

Center for Instruction, Research, and Technology
Normal Hall
Terre Haute, Indiana 47809
812.237.2676
www.indstate.edu/cirt

teaching and learning | research | service

faculty development

Spring 2008

catalog of professional development activities offered by the Center for Instruction, Research, and Technology

Center for
INSTRUCTION,
RESEARCH,
& TECHNOLOGY

Mission

The Center for Instruction, Research, and Technology (CIRT) explores, develops, promotes and supports effective teaching and research practices to advance knowledge, student success, and engagement at Indiana State University.

Vision

CIRT endeavors to have a measurable impact on the academic community by building the reputation of Indiana State University for innovative instruction and technology-enhanced research.

welcome

Dear Faculty:

The Center for Instruction, Research, and Technology (CIRT) offers numerous support opportunities for faculty at Indiana State. This booklet outlines the abundant prospects for faculty to enhance their teaching or other scholarly activities.

Whether the professional growth occurs within the realms of research, pedagogy, or outreach, or is accompanied by professional recognition or regional/national attention, the ultimate purpose is an expansion of professional skills that are consistent with personal, departmental, college and university academic goals while providing a high degree of intrinsic satisfaction, enrichment, and reward. CIRT is committed to assisting faculty in a holistic manner addressing issues of teaching, research, and service.

Beyond this booklet CIRT offers customized training and professional development activities. Any Indiana State University unit or department can request training and professional development from the Center.

We look forward to working with you during the upcoming academic year and welcome any inquiries or suggestions you may have about the services of CIRT. Additional information about CIRT can be found by visiting the unit's Web site at **http://www.indstate.edu/cirt**. If you have any questions concerning CIRT contact me at **237-9632** or by e-mail at **kjanz@indstate.edu**.

Sincerely,

Kenneth Janz

Kenneth Janz, Ph.D.

Director
Center for Instruction, Research, and Technology

table of contents

How to Register 1

Speaker Series 2

Faculty Brown Bag Series 6

Faculty Development Program Series 8

Classroom Facilitation 12

Classroom Observation Program 12

Faculty Special Topic Series 13

Instructional Design Services 16

On-line Faculty Development 17

Research and Data Analysis Tools 20

Productivity Software 23

Academic Technology Resource Center 26

Computer Based Training (CBT) 28

Feedback and Opinions 30

Campus Map 31

how to register

Faculty and Staff Registration

Speaker Series and Brown Bag Series

Just show up! No registration is required for these events.

Faculty Development Series, Research and Data Analysis Tools, and Productivity Software Training

Registrations for these events are preferred but walk-ins are always welcome. You can register by:

- E-mail: **pbolton@indstate.edu**
- Phone: **237-2676**
- Fax: **237-8446**
- Campus Mail: **Patti Bolton, Spring Programming, c/o CIRT Normal Hall, room 301**

When registering please list the following information:

- Your name;
- Your e-mail address; and
- Courses and dates you wish to attend.

Registration Confirmation:

You will receive an e-mail confirmation of your registration which will include the time and location of your workshop.

Cancellations:

If you enroll and cannot attend, we ask that you notify us as soon as possible because seating is limited for selected workshops. You can cancel by any of the aforementioned methods.

Student Registration

Academic Technology Resource Center Programming

Students who participate in IT training are asked to register for all events on-line at: **http://student-training.indstate.edu.**

L. Dee Fink, Ph.D.

The Joy and Responsibility of Teaching Well

Thursday, January 24, 2008
1:00-2:30 p.m.
(Library, South Events Area)

Dee Fink received his doctorate from the University of Chicago in 1976 for studies on the teaching of college-level geography. He joined the faculty at the University of Oklahoma with a joint appointment in geography and higher education. In 1979 he established the Instructional Development Program at Oklahoma and served as director of this program until his retirement from there in 2005. He currently works as a consultant on higher education.

He has also been an active member of the Professional Organizational Development (POD) Network in Higher Education, the primary national and international organization for faculty and instructional development, for the past 20 years. He was a member of the POD executive committee (1999 & 2002), has co-directed a one-day workshop for new faculty developers at the annual POD conference for the past ten years, and has been a regular session leader at POD's Summer Institute for new faculty developers. He also served as president of the POD Network from 2003-2006.

He has published a number of books and articles on four general subjects: college teaching, evaluating college teaching, new faculty members, and instructional development programs. His two most recent publications are:

- Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses. Jossey-Bass, 2003.
- Team-Based Learning: A Transformative Use of Small Groups in College Teaching, co-edited with Larry Michaelsen and Arletta Knight. Stylus Publishers: 2004.

Anne H. Moore, Ph.D.

Vice President for Learning Technologies and Director of Information Initiatives

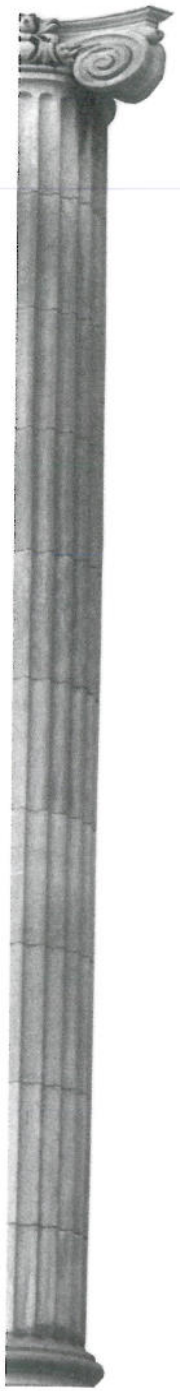
Virginia Polytechnic Institute and State University (Virginia Tech)

New Technologies and New Learning: Who Will Be FIT

Friday, February 29, 2008
1:00-2:30 p.m.
(Library, South Events Area)

Anne H. Moore is associate vice president for learning technologies and director of information technology initiatives at Virginia Tech. She coordinates such award winning programs as the Faculty Development Institute (a four-year cycling development program for university faculty in integrating technology in teaching); the Graduate Education Development Institute (a credit-bearing course for graduate students on contemporary approaches to pedagogy and technology); and the Center for Innovation in Learning (a granting agency for strategic instructional projects and annual awards for technology-assisted learning activities). In addition to teaching and advising graduate students in urban affairs and planning, she assists underserved rural and urban communities with technology integration initiatives.

Moore is founding chair of the Electronic Campus of Virginia, a member of the commonwealth's Learning Technologies Advisory Committee and Open Education Resources Committee, and has served as staff director for two commissioned reports on the future of Virginia higher education. She sits on national advisory boards for such organizations as the Research Channel, the Redesign Alliance, WCET, and Adobe; holds three degrees from William and Mary; and has authored numerous articles, book chapters and policy papers.



Lawrence C. Ragan, Ph.D.

Director of Instructional Design and Development

Pennsylvania State University

On-line Learning/Teaching Environment: Strategies, Expectations, and Quality

Tuesday, March 4, 2008
1:00-2:30 p.m.
(Library, South Events Area)

Lawrence C. Ragan is the Director of Instructional Design and Development for Penn State's World Campus. Dr. Ragan is charged with directing the design and development of learning spaces for students external to a Penn State campus. He is responsible for the integration of a wide range of technologies into the instructional process for the creation of World Campus coursework. Dr. Ragan has designed and delivered several on-line courses for over seven years including OL 2000, a faculty development on-line course.

Dr. Ragan also coordinates the design and delivery of faculty development seminars and training programs for the World Campus. Dr. Ragan has presented internationally on the topics of instructional design, multimedia development, faculty development issues and instructional design for distance education.

Alease S. Bruce, Ph.D.

Professor, Department of Clinical Laboratory and Nutritional Sciences in the School of Heath and Environment

University of Massachusetts-Lowell

Turning Teaching into Scholarship

Tuesday, April 15, 2008
1:00 p.m.-2:30 p.m.
(Library, South Events Area)

Alease S. Bruce is a professor in the Department of Clinical Laboratory and Nutritional Sciences in the School of Health and Environment. As a Ph.D. in physiology /immunology, she teaches anatomy and physiology and immunology at the undergraduate level and Pathophysiology at the graduate level. Dr. Bruce has numerous publications and books and has published in the Journal of College Science Teaching, The Science Teacher, Science and Children and The Educator. Her recent publications focus on educational methods that promote deep learning. She recently co-chaired the Carnegie Task Force, promoting and investigating the scholarship of teaching and learning on the University Massachusetts-Lowell campus.

faculty brown bag series

The Center for Instruction, Research, and Technology offers a series of Brown Bag programs. The Brown Bag is a chance for faculty members to get together and share their experiences in an informal environment around specialty topics, such as research, the tenure track process, assessment, or teaching and learning. These presentations are an opportunity to see how others are handling the challenges and opportunities of the faculty experience.

The relaxed atmosphere of this series is designed to allow faculty to engage in stimulating and casual conversation about a topic of interest impacting the instructional environment. Topics to be covered during the spring include:

Security On-line

Tuesday, January 15 — 12:30 p.m. (Library, Video Viewing Room)

When interacting with students in the on-line environment, there are many security issues to consider. The discussion may range from, "What does it mean that Blackboard is a password-protected course management system?" to, "What should you be aware of when meeting with students in a virtual learning environment."

Simulations in the Classroom

Thursday, January 31 — 12:30 p.m. (Library, Video Viewing Room)

What do you know about simulations (including Internet-based simulations)? Did you know that simulations have been integrated into college classroom instructions in broader disciplines than you may imagine? This is not limited to medical and science related fields. History, Business, Political Sciences, Second/Foreign Language Learning, and others have effectively utilized simulations. Let's talk about your thoughts and experiences with simulations.

Digital Back-channeling

Wednesday, February 13 — 12:00 p.m. (Library, Video Viewing Room)

Digital backchanneling represents a many-to-many, informal communications network facilitated through the use of ubiquitous, hand-held, wireless, computing devices. Students are currently using these devices in and outside the classroom to collaborate on projects. Digital backchanneling is a reality. Can instructors take advantage of this social, technological communication phenomena and enlist it as another resource in their teaching tool box?

Digital Natives

Monday, February 25 — 12:00 p.m. (Library, Video Viewing Room)

Students today are often times referred to Digital Natives because they have grown up with technologies and media that were not available to previous generations. The discussion may range from "the impact of technologies and media on Digital Natives' cognitive thinking patterns" to "the challenges digital immigrant educators are facing to recognize these differences and develop appropriate teaching strategies."

Marketing the University On-line

Wednesday, March 19 — 12:00 p.m. (Library, Video Viewing Room)

"If you build/open your course on-line (including F2F and blended courses), will students be interested?" Nowadays, thousands of courses appear on-line. Students have more freedom taking courses on-line because they are not burdened with restrictions on time and place. Academia may not be immune to business world anymore. Let's discuss issues and strategies for marketing your courses on-line.

Meta-gaming

Monday, March 31 — 12:00 p.m. (Library, Video Viewing Room)

Meta-gaming is a phenomena which takes place in social settings where game or simulation participants discuss problems and compare notes about their experiences within the game or simulation. Meta-gaming represents a kind of learning community in which tacit knowledge is passed along from experts to novices. Because of the teachable moments inherent in this kind of spontaneous collaboration and communication, should educators try to take advantage of this informal resource to facilitate collaborative learning?

Edutainment

Thursday, April 17 — 12:30 p.m. (Library, Video Viewing Room)

Interest in Edutainment, or, Educational Entrainment, has recently increased. What is Edutainment? What impact does it have on education? The discussion may range from "application of entertainment (e.g. games, films, or videos) in classroom" to "the advantages and risks of bringing edutainment software to the learning process."

faculty development program series

The Faculty Development Program Series is a series of five programs grouped by topic. Faculty may attend workshops of topical interest individually without compensation or may attend the series and complete a project for compensation. Any tenured, tenured-track, or special purpose faculty member is eligible for compensation. Compensation is $300 and is paid at the end of the semester and upon completion of the project. To register, see page one.

What To Do With Laptops Series

The ISU Laptop Initiative has prompted many faculty to ask, "What can students do with laptops in the classroom?" This series offers pedagogically sound activities that are made possible by utilizing the flexibility that laptops enable instructors in the learning environment.

5-Step Process for Choosing Technology

Thursday, February 14 9:30-11:00 a.m. (NH 101)

At the end of the session, participants should be able to:

- choose a significant educational outcome that they would most like to assess and possibly improve
- identify interventions, ways to improve the instruction possibly with technology
- align assessment with the learning outcome and instructional activity
- evaluate the "success" of the intervention

WebQuests by Bernie Dodge

Thursday, February 28 9:30-11:00 a.m. (NH 101)

At the end of the session, participants should be able to:

- understand the use of WebQuests in Higher Education
- understand the five FOCUS principles and five-step design process of WebQuest by Dodge (2001, 2002)
- create a WebQuest for a class project using WebQuest Templates or a web-based software, InstantWebquest

Creating Communities of Learners

Thursday, March 20 9:30-11:00 a.m. (NH 101)

At the end of the session, participants should be able to:

- create communities of learners in the classroom among students using laptops
- demonstrate how students can interact synchronously with experts thus forming a learning community which extends beyond the classroom

Making a Large Class Feel Small: Group Work and Problem Based Learning

Thursday, April 3 9:30-11:00 a.m. (NH 101)

At the end of the session, participants should be able to:

- identify instructional techniques for using small groups effectively
- create instructional materials that promote group work

3D Virtual Worlds with Laptops

Thursday, April 17 9:30-11:00 a.m. (NH 124)

At the end of the session, participants should be able to:

- learn about Web clients for laptops which provide access to a 3D virtual world designed to instruction and student interaction.
- experience interacting with your colleagues in a virtual world using your laptop
- chat live with the creator of a Web-based 3D virtual world client

Instructional Technologies Series

These sessions introduce faculty to some of the most popular technologies used in ISU classrooms to enhance the learning environment.

Respondus and Respondus LockDown Browser

Wednesday, January 23 2:30-4:00 p.m. (NH 101)

At the end of the session, participants should be able to:

- publish exams directly to Blackboard
- create an exam with a custom browser that locks down the testing environment within Blackboard

StudyMate

Wednesday, February 6 2:30-4:00 p.m. (NH 101)

At the end of the session, participants should be able to:

- create ten Flash-based activities and games using four templates
- publish activities directly to a Blackboard course

Adobe Presenter and Adobe Connect

Wednesday, February 20 2:30-4:00 p.m. (NH 101)

At the end of the session, participants should be able to:

- create interactive multimedia learning experiences
- communicate and collaborate through interactive web conferencing

Blogs, Wikis, and Social Networking

Wednesday, March 5 2:30-4:00 p.m. (NH 101)

At the end of the session, participants should be able to:

- understand the use of blogs, Wikis, and social networking
- identify tools available through the Internet that will best meet instructional goals.

Podcasting

Wednesday, March 26 2:30-4:00 p.m. (NH 101)

At the end of the session, participants should be able to:

- identify the appropriate use of podcasting in the learning environment
- create podcasts for instruction using best practices

Teaching in the On-line Environment

These interactive meetings offer faculty opportunities to explore their complex role as it relates to an on-line course. These sessions actively uncover new ideas about teaching and learning in an on-line environment.

Deliver Content On-line

Tuesday, January 29 11:00 a.m.-12:30 p.m. (NH 101)

At the end of the session, participants should be able to:

- add a syllabus with the syllabus tool, add a syllabus as .htm
- add items, modify items, copy items, remove items
- add folders, modify folders, copy folders, remove folders
- add course links, modify course links, copy course links, remove course links

Managing On-line Content

Tuesday, February 12 11:00 a.m.-12:30 p.m. (NH 101)

At the end of the session, participants should be able to:

- add learning units, modify learning units, copy learning units, remove learning units
- add files, modify files, copy files, remove files

Engage Students with On-line Discussion Forums/Groups

Tuesday, February 26 11:00 a.m.-12:30 p.m. (NH 101)

At the end of the session, participants should be able to:

- add discussion forums, add discussion forum threads, archive discussion forum threads
- add groups, set group options

Create On-line Assignments

Tuesday, March 18 11:00 a.m.-12:30 p.m. (NH 101)

At the end of the session, participants should be able to:

- add, modify, copy, remove, and deploy assignments

Assess Student Learning with On-line Tests and Surveys

Tuesday, April 1 11:00 a.m.-12:30 p.m. (NH 101)

At the end of the session, participants should be able to:

- create questions for exams or surveys
- add tests, modify tests, copy tests, remove tests, deploy tests
- add, copy, modify, remove, and deploy surveys

Developing a Learning Outcomes Assessment Process

This program is open to department or program faculty teams, either undergraduate or graduate, who are interested in developing or enhancing the student learning outcomes assessment process for their program or major. Teams may include from two to four faculty members. Participants must have the approval of their department chair or program director in order to attend.

Identifying and Writing Learning Outcomes

Friday, January 25 2:00-4:00 p.m. (NH 101)

At the end of the session, participants should be able to:

- identify the most important intended learning outcomes in their academic program
- write the intended learning outcomes as outcome statements
- explore the learning outcomes and assessment processes of similar programs

Conducting a Curriculum Audit

Friday, February 1 2:00-4:00 p.m. (NH 101)

At the end of the session, participants should be able to:

- conduct a curriculum audit to align their program outcomes with the intended outcomes of specific courses and other learning experiences

Identifying and Selecting Evidence

Friday, February 8 2:00-4:00 p.m. (NH 101)

At the end of the session, participants should be able to:

- determine what evidence of program outcomes is already available
- select the best evidence to use for assessment
- construct rubrics to evaluate the evidence

Assuring Continual Improvement

Friday, February 15 2:00-4:00 p.m. (NH 101)

At the end of the session, participants should be able to:

- develop a plan to assure that the information will be used for continual improvement of curriculum and instruction

Preparing for Accreditation

Friday, February 29 2:00-4:00 p.m. (NH 101)

At the end of the session, participants should be able to:

- providing evidence of assessment for accreditation

classroom facilitation

The Instructional Design staff is available to assist with design and beginning implementation of instructional activities in the classroom. For example, a faculty member may want to create a unit on Web-design or Web-based portfolio development with a specific class but not be familiar enough with the software to feel confident enough to teach that unit. The Instructional Design staff can teach you how to use the software, assist in developing the teaching activities/assignments, and be present to assist you when this unit is taught the first time in the classroom. Other examples, might be incorporation of a problem-based learning activity or small group project into the course work, or bringing outside experts into the classroom through video conferencing. For more information about classroom facilitation, contact the CIRT at **237-3057** or **drunshe@isugw.indstate edu**

classroom observation program

The Classroom Observation Program provides an impartial and confidential service for faculty to evaluate the learning process of their classroom from the student perspective. This supportive feedback can either be personally offered or systematically collected by trained student observers. The faculty member selects which observation system will be used. Information collected is detailed and useful. Student observers are available for all classes at all times of the day. Observations follow a structured protocol in order to give feedback quickly without disrupting the class schedule. To request a consultation, contact the CIRT at **237-3057** or **drunshe@isugw.indstate edu**

faculty special topics series

The Faculty Special Topics Series offers sessions of topical interest. Several sessions are offered more than once during the semester. Faculty may also request a customized session on any topic of interest during a time that is most convenient for their individual schedule. To register, see page one.

Adobe Presenter and Adobe Connect

Monday, January 14 8:30-10:30 a.m. (NH 101)

Adobe Presenter and Adobe Connect (formerly known as Breeze) are powerful tools being used in on-line distance education as well as in hybrid courses. In this session, you will learn how to convert your PowerPoint presentation to a Flash presentation using Adobe Presenter. You can make your Flash presentation published to ISU Breeze server accessible to your on-line users. You will also learn how to set up a web-based video conference utilizing various pods available such as Chat, Note, Share (your computer screen, document, and whiteboards), Poll and so on. Enrich your on-line classroom environment with these tools.

Let's Go to the Movies: Adding Video to Your On-line Course

Wednesday, January 16 9:00-11:00 a.m. (NH 101)

Tuesday, March 4 1:00-3:00 p.m. (NH 101)

In this session you will learn how to make your PowerPoint presentations more interesting and more effective teaching aids by adding audio and video to your presentation. Procedures for adding narrations to slides while using PowerPoint and external software will be demonstrated. You will also learn how to embed video into a slide as well as link to an external video file.

Blogging with WordPress

Thursday, January 17 2:00-4:00 p.m. (NH 101)

Tuesday, March 25 8:30-10:30 a.m. (NH 101)

Want to know how you can use blog to enhance your instruction and communication with students? What can WordPress offer you in that respect? In addition to demonstrating the appropriate uses of blogging in education, this session will assist you in creating and managing an engaging, interactive, and effective blog site for your class.

Screencasting: Using Captivate to Reinforce Instruction

Tuesday, January 22 9:00-11:00 a.m. (NH 101)

Want to learn how to record your computer screen action with narration, share it as a video with students, and more? This hands-on session will enable you to enhance your instruction using Adobe Captivate. You will learn how to create interactive demonstrations and simulations, build interactive tests using built-in quiz feature, and publish your Captivate project on-line. No programming knowledge or multimedia skills are required.

Exploring Social Networking (Facebook/MySpace)

Wednesday, January 30 2:00-3:30 p.m. (NH 101)
Tuesday, April 8 8:30-10:00 a.m. (NH 101)

What is social networking? What impact do popular social networking sites such as Facebook and MySpace have on students and education? This session will not only provide you with a better understanding of social networking itself, but also help you start building a class community by setting up a professional yet relaxed social networking space for you and your students.

Non-linear Navigation and Other "Tricks" with Power Point

Friday, February 1 10:00-11:30 a.m. (NH 101)

In this session you will learn how to make your PowerPoint presentations more interesting and more effective teaching aids by adding non-linear navigational elements to your presentation. Non-linear navigational elements in clued buttons and links to slides and external resources. Creating a table of contents for your presentation will be demonstrated.

Using the Web to Build Community in Your Class: Part I

Tuesday, February 5 8:30-10:30 a.m. (NH 101)
Wednesday, April 9 2:00-4:00 p.m. (NH 101)

Do you want to share various types of useful information with your students or the general public? Do you want to empower your students by building their digital backpack? This program will teach you good principles of web design and how to design the layout of web pages, create interactive navigations and hyperlinks using Microsoft Office SharePoint Designer.

Using the Web to Build Community in Your Class: Part II

Wednesday, February 19 8:30-10:30 a.m. (NH 101)
Wednesday, April 16th 2:00-4:00 p.m. (NH 101)

This program is a continuation of the Using the Web to Build Community in Your Classroom: Part I. This program will teach you how to enhance your web pages by adding images, hot spots, and ALT-Tag using Microsoft Office SharePoint Designer. You will also learn how to organize and manage your remote sites and publish your web pages onto your Sapphire or ISU server accounts using SSH Secure Shell.

Virtual Worlds Part I: Creating an Avatar Persona

Thursday, February 7 2:00-4:00 p.m. (NH 124)

Introduce yourself to the learning potential of 3D virtual worlds. In this session you will create an avatar for Second Life, one example of a massively, multi-user, on-line, virtual environment (MOVEs). Examples of academic applications of Second Life will be demonstrated.

Virtual worlds Part II: Exploring the Possibilities

Thursday, February 21 2:00-4:00 p.m. (NH 124)

Use an avatar of your own creation to explore the possibilities in Second Life. Other examples of massively, multi-user, on-line, virtual environment (MOVEs) will be discussed.

Screencasting: Using Camtasia to Enhance Instruction

Wednesday, February 13 2:00-4:00 p.m. (NH 101)

Want to learn how to record your computer screen action with narration, share it as a video with students, and more? This hands-on session will enable you to enhance your instruction using Camtasia Studio. You will learn how to create simple demonstrations and add interactivity, record a narrated PowerPoint slideshow with Camtasia plug-in, and publish your Camtasia project on-line and in other formats. No programming knowledge or multimedia skills are required.

Podcasting

Thursday, March 6 8:30-10:00 a.m. (NH 101)

Podcasting becomes a popular method to convey your audio lectures/ instructions/presentations in on-line learning environments. It also provides students an opportunity to review the recorded lectures and presentations. You will create your own podcast using a software application, Audacity (for Windows users) or GarageBand (for Mac users), which allows you to record, edit, mix, and export your audio.

Adding Audio and Video to Your PowerPoint Presentation

Friday, March 28 8:30-10:00 a.m. (NH 101)

In this session you will learn how to make your PowerPoint presentations more interesting and more effective teaching aids by adding audio and video to your presentation. Procedures for adding narrations to slides while using PowerPoint and external software will be demonstrated. You will also learn how to embed video into a slide as well as link to an external video file.

On-line Gaming in the Classroom

Thursday, April 10 2:00-4:00 p.m. (NH 101)

Learn about computer-based academic games and how they can be used to augment the classroom learning experience. Relevant topics to be discussed may include meta-gaming and digital back-channeling.

instructional design services

The Center for Instruction, Research, and Technology (CIRT) provides instructional design specialists who support faculty in the use of effective teaching methodologies and technologies in the design, development, and redesign of courses and course materials. The instructional design staff offer expertise in the following areas:

- Instructional design and strategies for teaching in the face-to-face, hybrid, and fully on-line learning environments, and
- Use of the Blackboard course management system and other instructional technologies.

The CIRT provides leadership in higher education teaching and effective use of technologies in instruction. Specifically, the instructional design staff provides a variety of services ranging from workshops, individualized consultations, and problem resolution for faculty who are currently using Blackboard or other instructional technologies. On-line tutorials are available at **http://www.indstate.edu/cirt/pd/tutorials**. To arrange a visit or inquire about additional support services, contact CIRT at **237-3057** or **drunshe@isugw.indstate.edu**.

on-line faculty development

The Faculty Development On-line Program Series offer participants the flexibility of choosing when they participate in each session. Faculty will enrolled in a Blackboard course site where they will interact with other faculty members and facilitators as they explore topics of interest. Faculty may participate in the program without compensation or may participate in the series and complete a project for compensation. Any tenured, tenured-track, or special purpose faculty member is eligible for compensation. Compensation is $300 and is paid at the end of the semester and upon completion of the project. To register, see page one.

Creating Significant Learning Experiences

This series is based upon the book by the same title written by L. Dee Fink. The author urges teachers to shift from a content-centered approach to a learning-centered approach that asks

"What kinds of learning will be significant for students, and how can I create a course that will result in that kind of learning?"

- **Characteristics of Significant Learning Experiences**

  Participants will discuss Fink's:

  - principles for creating and measuring "significant learning"
  - belief that learning is both a process and a measurable outcome

- **Taxonomy of Significant Learning**

  Participants will discuss Fink's:

  - Taxonomy of Significant Learning that lists six dimensions of significant learning, and consequently, of integrated course design: Foundational Knowledge, Application, Integration, Human/Social Dimension, Caring/Valuing, and Learning How to Learn

- **Designing Significant Learning Experiences**

  Participants will discuss Fink's:

  - concept of learning-centered backward design

- **Shaping the Learning Experience**

  Participants will discuss Fink's:

  - belief that "better student learning requires better teaching which requires faculty learn about teaching which requires institutional support"

- **Changing the Learning Experience**

  Participants will discuss how Fink's:

  - personal teaching philosophy and beliefs surrounding spirituality, citizenship and community have shaped his concepts

Course Redesign: Laptops, Laptops Everywhere

This series will guide you through a process that will insure that your instruction and assessment are aligned and that if using technology it will enhance the learning environment.

- **Aligning Course Goals with Learning Outcomes**

  At the end of the session, participants should be able to:
  - align course goals and learning objective with program goals
  - match learning objectives with the cognitive, affective, or psychomotor domains in Bloom's Taxonomies

- **Building a Learner-centered Syllabus Leading to Increased Student Engagement**

  At the end of the session, participants should be able to:
  - identify effective strategies for applying the Seven Principles for Good Practice in Undergraduate Education
  - select appropriate active learning teaching strategies

- **Developing Meaningful Assignments**

  At the end of the session, participants should be able to:
  - identify assignments and assessments that will help the students achieve the course learning objectives
  - identify strategies for reducing cheating and attrition in hybrid and On-line courses
  - select appropriate technology tools for assessment

- **Utilizing Technologies Effectively and Efficiently**

  At the end of the session, participants should be able to:
  - use the time and space model to move exposure activities outside of class time
  - understand the implications of class size on time and space decisions
  - describe the various technology tools available for delivery

- **Reflecting and Evaluating Courses**

  At the end of the session, participants should be able to:
  - identify strategies to build community in hybrid and on-line courses
  - provide access to support services for students taking hybrid and on-line courses

Teaching in the On-line Environment

This on-line version of our program offers faculty the flexibility provided by an on-line course. Elements of a quality on-line course are modeled while faculty explore their complex role as it relates to an on-line course. Faculty experience authentic assessment as they create an on-line course during the program.

- **Deliver Content On-line**

  At the end of the session, participants should be able to:
  - add a syllabus with the syllabus tool, add a syllabus as .htm
  - add items, modify items, copy items, remove items
  - add folders, modify folders, copy folders, remove folders
  - add course links, modify course links, copy course links, remove course links

- **Managing On-line Content**

  At the end of the session, participants should be able to:
  - add learning units, modify learning units, copy learning units, remove learning units
  - add files, modify files, copy files, remove files

- **Engage Students with On-line Discussion Forums and Groups**

  At the end of the session, participants should be able to:
  - add discussion forums, add discussion forum threads, archive discussion forum threads
  - add groups, set group options

- **Create On-line Assignments**

  At the end of the session, participants should be able to:
  - add, modify, copy, remove, and deploy assignments

- **Assess Student Learning with On-line Tests and Surveys**

  At the end of the session, participants should be able to:
  - create questions for exams or surveys
  - add tests, modify tests, copy tests, remove tests, deploy tests
  - add, copy, modify, remove, and deploy surveys

Refresher to Statistics

This training provides knowledge on basic terminology of statistics, types of data, levels of measurements, measures of central tendency, measures of variability, hypothesis testing which will be of great use to understand further statistics.

Tuesday, January 15	12:00–1:00 p.m. (ATRC)
Thursday, January 17	12:00-1:00 p.m. (ATRC)
Tuesday, February 5	12:00-1:00 p.m. (ATRC)
Thursday, February 7	12:00-1:00 p.m. (ATRC)
Wednesday, February 13	9:30–11:30 a.m. (ATRC)

SNAP Surveys

SNAP software is an on-line survey design tool, which is a powerful, intuitive Windows-based program for questionnaire design, publishing, data collection and analysis. Snap supports all survey modes. Snap has robust analysis capability and is very extensible.

Tuesday, January 29	2:00–4:00 p.m. (ATRC)
Wednesday, February 20	2:00–4:00 p.m. (ATRC)
Wednesday, March 5	2:00–4:00 p.m. (ATRC)
Thursday, March 20	9:30–11:30 a.m. (ATRC)
Monday, April 14	2:00–4:00 p.m. (ATRC)

Excel Statistical Tools

Excel is well-known for its number-crunching abilities, but many people are not aware of its usefulness in statistics work. This workshop explores the capabilities of this popular software for statistical analysis and data manipulation.

Monday, January 28	2:00–4:00 p.m. (ATRC)
Thursday, February 21	9:30–11:30 a.m. (ATRC)
Monday, March 3	2:00–4:00 p.m. (ATRC)
Wednesday, April 9	10:00 a.m.–12:00 p.m. (ATRC)

SPSS: Mean Comparison: T-test and ANOVA Mean Comparisons

This faculty-lead workshop reviews commonly used methods of mean comparison. Utilizing SPSS software, t-tests, paired sample t-tests, independent sample t-test, and one way Analysis of Variance (ANOVA) will be discussed in the class.

Friday, February 29	9:30-11:30 a.m. (ATRC)

SPSS 1: Introduction

The emphasis of this workshop will be on inputting data into SPSS, whether the data is typed in directly or imported from another source. This workshop will also cover how to use the SPSS Help functions in SPSS and other places where help can be sought.

Prerequisites: Basic computer knowledge including use of mouse and keyboard and Understanding of basic undergraduate statistical theory.

Friday, February 22	9:00–11:00 a.m. (ATRC)
Tuesday, April 8	2:00–4:00 p.m. (ATRC)

SPSS 2: Introduction

In this workshop, you will learn how to work with the output generated from SPSS analysis. Topics include: selecting the best form of visual and graphic presentations; creation and editing of charts; and referencing variables through cross tabulations.

Prerequisites: Must have completed SPSS Introduction I or have a working knowledge of the course content.

Thursday, March 6	2:00–4:00 p.m. (ATRC)
Thursday, April 10	2:00–4:00 p.m. (ATRC)

SPSS: Simple and Multiple Regression Analyses

This faculty- led workshop will focus on the use of regression analysis to learn about relationships between single or several predictor variables and a dependent variable. The class will discuss how to use SPSS software to achieve these objectives and the interpretation of the results. The workshop will be hands-on with several practical examples and exercises to validate the learning process.

Friday, March 28	9:30-11:30 a.m. (ATRC)

AMOS: Introduction to Structural Equation Modeling, Part I

Our faculty-led AMOS (Analysis of Moment Structures) workshop will demonstrate this easy-to-use program for creating visual Structural Equation Models (SEM). With AMOS, you can quickly specify, view, and modify your model graphically using simple drawing tools.

Friday, February 8	9:30-11:30 a.m. (ATRC)

AMOS: Introduction to Structural Equation Modeling, Part 2

This faculty-led workshop is a continuation of the Structural Equation Model (AMOS) – Part 1. The workshop will teach applications of AMOS in SEM such as estimation of variance and covariances, placing constraints on parameters, interpretation of AMOS output, degree of freedom, concept of goodness of fit, and how to use unobserved variables to predict the reliability of observed variables.

Notes: This is not the AMOS beginners' class. You must have basic experience or knowledge of the use of AMOS software, must be able to attach and read data, specify model, and draw/name variables in AMOS graphics. A basic understanding of multivariate analysis will be an added advantage.

Friday, February 15 — 9:30-11:30 a.m. (ATRC)

QSR: Introduction to Qualitative Analysis

This training provides an introduction to the use of the qualitative analysis software QSR N6. The emphasis will be on exploring the functionalities of N6, including how to search text and how to specify and restrict searches to retrieve particular data. You will also learn how to seek patterns and ask questions about themes discovered in any project or document.

Tuesday, March 18 — 9:30-11:30 a.m. (ATRC)

Microsoft Office 2007: A First Look

This workshop introduces users to Office 2007, the popular Microsoft software suite. We will look at the new interface, explore new features, and talk about some practical considerations for using this new version. An opportunity for hands-on exploration will be included.

Tuesday, January 8 — 9:00–11:00 a.m. (ATRC)
Tuesday, January 16 — 9:00–11:00 a.m. (ATRC)
Tuesday, February 26 — 10:00 a.m.–12:00 p.m. (ATRC)
Tuesday, March 11 — 2:00–4:00 p.m. (ATRC)

Word 2007: Common Tasks in a New Interface

The new Office 2007 is quite different from previous versions. This workshop is designed to help you "get up to speed" regarding Word 2007 and learn how the changes can increase your productivity. Topics will vary according to the interests of the participants at any particular session.

Tuesday, January 8 — 2:00–4:00 p.m.(ATRC)
Thursday, January 10 — 9:00–11:00 a.m.(ATRC)

Word Mail Merge

Performing a mail merge isn't as difficult as some think it is, but there are several steps involved before you get to the final product, whether it is a letter, a set of mailing labels, or another document. This workshop will take you through the process step-by-step, and you'll be amazed how much time and work you can save by letting Word do most of the work!

Tuesday, April 8 — 9:00–11:00 a.m. (ATRC)

Excel 2007: Common Tasks in a New Interface

The new Office 2007 is quite different from previous versions. For those who are already familiar with Excel, this workshop is designed to help you "get up to speed" regarding Excel 2007 and learn how the changes can increase your productivity. Topics will vary according to the interests of the participants at any particular session.

Monday, January 7 — 2:00–4:00 p.m.(ATRC)
Wednesday, January 9 — 9:00–11:00 a.m.(ATRC)
Tuesday, March 25 — 10:00 a.m.–12:00 p.m.(ATRC)

Excel: Creating Spreadsheets

Excel is a powerful spreadsheet software program that allows you to make quick and accurate numerical calculations. Entering data is quick and easy, and Excel can then instantly perform any type of calculation on it. Excel can also make your information look sharp and professional. The uses for Excel are limitless: financial reports, household budgets or investment portfolios, or statistical analysis. This workshop will show you how the ease and power of Excel can help you with even the most tedious or difficult "number crunching" tasks.

Monday, January 28	10:00 a.m.–12:00 p.m. (ATRC)
Wednesday, March 26	10:00 a.m.–12:00 p.m. (ATRC)

Excel: Creating Data Charts

Like the saying, "a picture is worth a thousand words," charts are often better at presenting information than hard-to-read numbers in a table or spreadsheet. In this workshop, you will learn how to select an appropriate chart type for your purposes, create and format a chart, and import your chart into PowerPoint or Word.

Monday, March 3	10:00 a.m.–12:00 p.m. (ATRC)
Tuesday, March 11	9:30–11:30 a.m. (ATRC)

Excel: Managing Large/Multiple Worksheets

Financial and numeric information often does not fit on a single page. For example, a business's financial statement usually has several pages: an expense page, an income page, a cash-flow page, and so on. Similarly, Excel's workbooks contain several worksheets. In this workshop, you will learn how to work with and manage workbooks, and how to produce a report that looks good when printed.

Thursday, March 13	9:30–11:30 a.m. (ATRC)

PowerPoint 2007: Common Tasks in a New Interface

The new Office 2007 is quite different from previous versions. For those who know PowerPoint basics, this workshop is designed to help you "get up to speed" regarding PowerPoint 2007. Topics will vary according to the interests of the participants at any particular session.

Monday, January 14	2:00–4:00 p.m. (ATRC)

PowerPoint: Creating Professional Presentations

PowerPoint is a desktop presentation program that turns your ideas into professional, convincing presentations. If you've ever used an overhead projector, flip chart, or even a black board, you're going to love this workshop. PowerPoint lets you create slides that include text, graphic, and charts.

Friday, February 8	1:00–3:00 p.m. (ATRC)

SharePoint Designer: Maintaining Departmental Websites

ISU is implementing Microsoft SharePoint technology for the web server that hosts departmental Websites. SharePoint Designer is a tool that enables content authors to quickly and easily update existing Websites. This workshop will get you started so you can keep your department's Website up-to-date.

Wednesday, January 9	2:30–4:30 p.m. (ATRC)
Wednesday, January 16	2:00–4:00 p.m. (ATRC)
Tuesday, February 5	2:00–4:00 p.m. (ATRC)
Thursday, February 7	9:00–11:00 a.m. (ATRC)
Friday, March 7	10:00 a.m.–12:00 p.m. (ATRC)
Wednesday, March 12	2:00–4:00 p.m. (ATRC)
Thursday, April 17	10:00 a.m.–12:00 p.m.(ATRC)

GroupWise: Electronic Communication and Scheduling

By far, the most popular use of GroupWise is for e-mail. Most users are familiar with basic tasks like sending and receiving messages, so they think they know everything they need to know. But there are many features, not always familiar to everyone, that can help you get more out of GroupWise. In this workshop you'll go beyond basic e-mail functions to also learn about attachments, checking message status, and retracting messages.

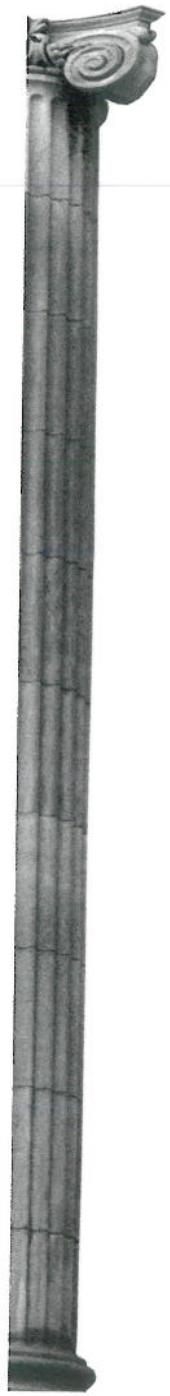
Friday, January 18	10:00–11:45 a.m. (ATRC)
Friday, March 21	1:00–3:00 p.m. (ATRC)

ISecUre

ISecUre (Xythos) allows users to store files on a server that is accessible via the Web, and to share those files with others. Permissions can be set to allow others to collaborate by modifying files.

Wednesday, February 27	2:30–4:30 p.m. (ATRC)
Wednesday, March 12	9:30–11:30 a.m. (ATRC)

academic technology resource center



To supplement technology training received in select credit courses, the Center for Instruction, Research, and Technology (CIRT) offers workshops to Indiana State students to gain additional computing and software skills. Pre-registration is available and is to be completed on-line at:
http://student-training.indstate.edu

All student workshops are held in the ATRC lab, currently located in the College of Education, room 119, unless otherwise noted.

PowerPoint

Creating Professional Presentations

Tuesday, February 12	2:00–4:00 p.m. (ATRC)
Monday, March 17	2:30–4:30 p.m. (ATRC)

Adding Multimedia to Your Professional Presentations

Thursday, February 14	2:00–4:00 p.m. (ATRC)
Wednesday, March 19	2:30–4:30 p.m. (ATRC)

Excel

Creating Spreadsheets

Monday, February 11	2:30–4:30 p.m. (ATRC)
Tuesday, March 18	2:00–4:00 p.m. (ATRC)

Creating Data Charts

Wednesday, February 13	2:30–4:30 p.m. (ATRC)
Thursday, March 20	2:00–4:00 p.m. (ATRC)

Photoshop

Basic Digital Photo Editing

Tuesday, January 22	9:30–11:30 a.m. (ATRC)
Monday, March 24	2:30–4:30 p.m. (ATRC)

More Photo Editing Tips and Tools

Thursday, January 24	9:30–11:30 a.m. (ATRC)
Wednesday, March 26	2:30–4:30 p.m. (ATRC)

Illustrator

Illustrator: Getting Started

Wednesday, January 23	10:00 a.m.–12:00 p.m. (ATRC)
Tuesday, March 25	2:00–4:00 p.m. (ATRC)

Movie Maker

Windows Movie Maker: Getting Started

Wednesday, January 30	10:00 a.m.–12:00 p.m. (ATRC)
Wednesday, April 9	2:30–4:30 p.m. (ATRC)

Flash

Flash: Getting Started

Monday, February 25	2:00–4:00 p.m. (ATRC)
Friday, April 11	2:00–4:00 p.m. (ATRC)

Captivate

Captivate: Getting Started

Thursday, January 31	9:30–11:30 a.m. (ATRC)
Tuesday, February 26	2:00–4:00 p.m. (ATRC)

SharePoint Designer

SharePoint Designer: Creating Your Own Web Site

Wednesday, March 5	10:00 a.m.–12:00 p.m. (ATRC)

Dreamweaver

Dreamweaver: Creating Your Own Web Site

Monday, February 4	2:30–4:30 p.m. (ATRC)
Tuesday, April 15	2:00–4:00 p.m. (ATRC)

Podcasts

Podcasting for Beginners

Wednesday, February 6	2:30–4:30 p.m. (ATRC)
Thursday, April 17	2:00–4:00 p.m. (ATRC)

Refresher to Statistics

Thursday, January 31	2:00–4:00 p.m. (ATRC)
Friday, February 1	12:00–1:00 p.m. (ATRC)
Monday, February 4	12:00–1:00 p.m. (ATRC)

SPSS

SPSS 1: Introduction

Monday, February 18	2:00–4:00 p.m. (ATRC)

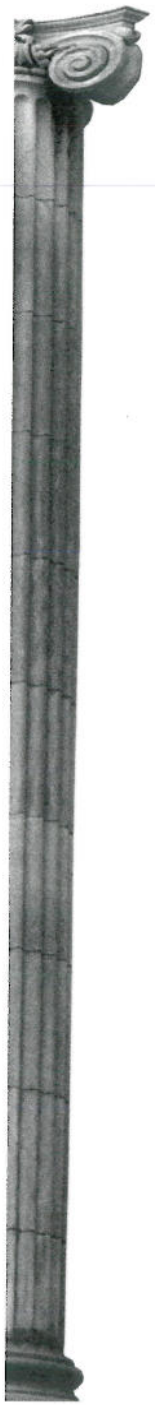
SPSS 2: Introduction

Thursday, February 21	2:00–4:00 p.m. (ATRC)

SNAP Surveys

Tuesday, January 22	2:00–4:00 p.m. (ATRC)
Tuesday, February 19	2:00–4:00 p.m. (ATRC)
Friday, April 11	9:30–11:30 a.m. (ATRC)

computer based training (CBT)



CIRT also offers Computer-Based Training (CBT) as a self-paced option to the ISU community. Because it is Web-accessible, faculty, staff, and students can learn any time and anywhere they have an Internet connection. Most modules have basic, intermediate, and advanced levels, and the smaller lesson units allow for self-pacing and review of content. Faculty can easily incorporate CBT into their curriculum; staff can use these courses for professional development or to improve job performance; and students can supplement what they are learning in the classroom or prepare to gain certifications that will give them an advantage toward employment in information technology. To request a CBT account, go to: **http://webforms.indstate.edu/cbt-account-request**. For more information on this service, contact the CIRT staff at **237-2676** or **cirt-training@indstate.edu**.

A

A+ Certification: Levels 1-5

Access 2003: Levels 1-3

Adobe InDesign CS Level 1-5

Adobe Indesign CS to CS2

Adobe Photoshop CS2 Level 1-6

ASP 3.0: Levels 1-6

ASP.NET: Levels 1-5

AutoCAD 2000: Levels 1-6

C

CCNA: Level 1-5

CompTIA A+ Certification (2003): Levels 1-10

CompTIA Inet+ Level 1-4

CompTIA Network + Level 1-4

CompTIA Project+ Level 1-4

D

Dreamweaver MX 2004 Level 1-3

Dynamic HTML: Levels 1-3

E

Excel 2003: Levels 1-3 / Charts & Graphs / Database Features / Additional Topics / Tips & Tricks

Exchange 2000 Server System Administration: Levels 1-5

Exchange Server 2000 to 2003 Migration

F

Flash MX 2004 Level 1-4

FrontPage 2003 Level 1-3

H

HTML 4: Levels 1-6

I

i-Net+: Levels 1-4

ICDL/ECDL: Levels 1-7b

J

Java Advanced Programming: Levels 1-4

Java GUI Programming: Levels 1-4

Java Introduction: Levels 1-4

Java JDBC and Servlet Programming: Levels 1-4

L

Linux Essentials: Level 1-4

Linux Network Administration: Levels 1-5

Linux Professional Institute Certification (LPIC)

Linux System Administration: Levels 1-6

M

MCSA Upgrade Level 1-5

MCSE 2003 Designing Win Server 2003 AD and Network 70-297: Levels 1-3 / Network Security 70-298: Levels 1-3

MCSE 2003 Exchange Server 2003 70-284: Levels 1-5

MCSE 2003 Implementing & Administering Win Server 2003 Server Network Security 70-299: Levels 1-5 / Net Infrastructure 70-291: Levels 1-5

MCSE 2003 Planning Infrastructure 70-293: Levels 1- 5

MCSE 2003 AD Infrastructure 70-294: Levels 1-5

MCSE 2003 Server Environment 70-290: Levels 1-5

MCSE 2003 Windows XP Pro Exam 70-270: Levels 1-5

MCSE Upgrade Level 1-5

N

Network + Levels 1-4

Novell GroupWise 7 Level 1-6

Novell GroupWise 7 WebAccess Level 1-2

Novell Linux Desktop 9 Level 1-2

O

OpenOffice.org - Calc Level 1-3 / Impress Level 1-3

Oracle 10g: Levels 1-6

Outlook 2003: Levels 1-3

P

PowerPoint 2003: Levels 1-4

Problem Solving

Project 2003 Introduction / Level 1-4

Publisher 2003 Level 1-4

Q

Quickbooks Pro 2006 Level 1-3

S

Security+: Levels 1-5

SQL Server 2000 What's New

SQL Server 2000 Administration Exam 70-228: Levels 1-6

SQL Server 2000 Data Warehousing: Levels 1-5

SQL Server 2000 Implementation Exam 70-229: Levels 1-6

Sun Certified Java Programmer Level 1-6

V

Visio 2003 Level 1-4

Visual Basic.NET: Levels 1-7

Visual C++ 6.0: Levels 1- 6

W

What is Microsoft .NET: Levels 1-7

Windows XP Professional Level 1-2

Word 2003: Levels 1-5

Word Perfect 11: Levels 1-2

X

XML and Associated Technologies: Levels 1-5

XML Enabled Applications Using SQL: Levels 1-2

XML Web Based Applications: Levels 1-3

feedback and opinions

The staff who provide faculty development services to the Indiana State University community are committed to excellence, efficiency, and effectiveness. To better serve you, we want to know when the products, services, or information we provide could be improved in any way.

Please feel free to share your concerns, complaints, and suggestions.

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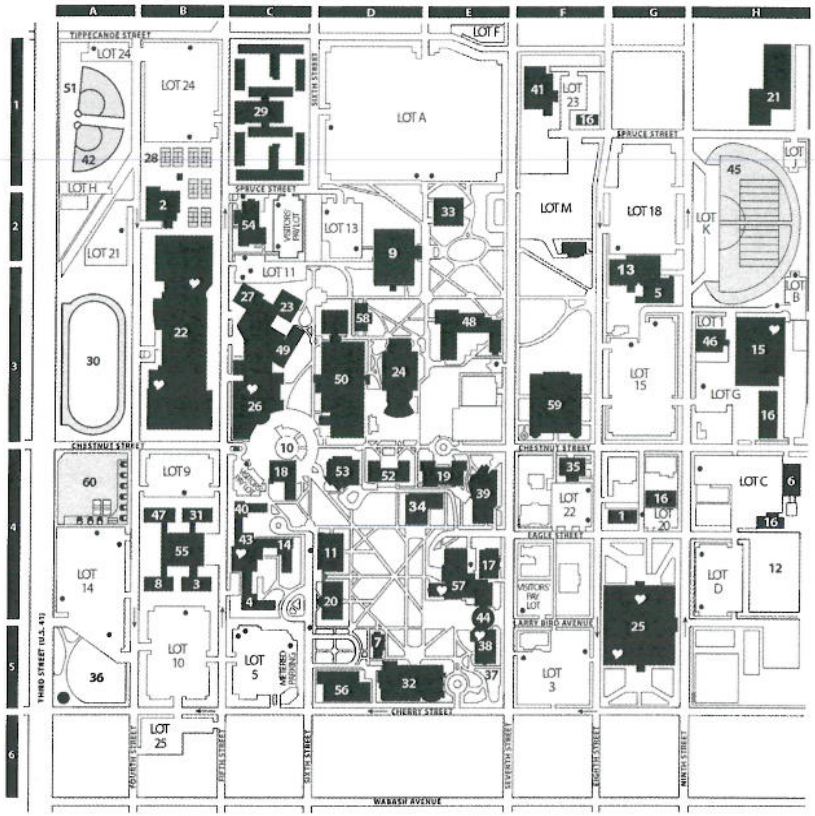
campus map



Indiana State University Campus Map

Faculty Development Locations:

9 Cunningham Memorial Library

13 College of Education (ATRC location)

34 Normal Hall (NH)