Conference on Instructional Technologies
May 29, 30, and 31, 2001

AN ODYSSEY OF INNOVATION

CONFERENCE PROGRAM

The State University of New York
College at Geneseo
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<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conference Welcome</td>
<td>2</td>
</tr>
<tr>
<td>Acknowledgements</td>
<td>4</td>
</tr>
<tr>
<td>Special Thank You</td>
<td>5</td>
</tr>
<tr>
<td>General Information</td>
<td>6</td>
</tr>
<tr>
<td>Activities at CIT</td>
<td>8</td>
</tr>
<tr>
<td>Let’s Talk Cache</td>
<td>9</td>
</tr>
<tr>
<td>Special Events</td>
<td>10</td>
</tr>
<tr>
<td>Conference Program, Monday, May 28, 2001</td>
<td>12</td>
</tr>
<tr>
<td>Registration and Reception</td>
<td>13</td>
</tr>
<tr>
<td>Conference Program, Tuesday, May 29, 2001</td>
<td>14</td>
</tr>
<tr>
<td>Plenary Speaker</td>
<td>15</td>
</tr>
<tr>
<td>Pre-Conference Workshops</td>
<td>16</td>
</tr>
<tr>
<td>Afternoon Workshops</td>
<td>16</td>
</tr>
<tr>
<td>Session 1</td>
<td>17</td>
</tr>
<tr>
<td>Session 2</td>
<td>18</td>
</tr>
<tr>
<td>Technology Showcase Sponsors</td>
<td>21</td>
</tr>
<tr>
<td>Technology Showcase and/Dessert and Poster Session</td>
<td>23</td>
</tr>
<tr>
<td>Conference Program, Wednesday, May 30, 2001</td>
<td>25</td>
</tr>
<tr>
<td>Plenary Speaker</td>
<td>26</td>
</tr>
<tr>
<td>Session 3</td>
<td>27</td>
</tr>
<tr>
<td>Session 4</td>
<td>29</td>
</tr>
<tr>
<td>Session 5</td>
<td>31</td>
</tr>
<tr>
<td>Afternoon Workshops</td>
<td>33</td>
</tr>
<tr>
<td>Session 6</td>
<td>33</td>
</tr>
<tr>
<td>Evening Entertainment - PANLOCO</td>
<td>36</td>
</tr>
<tr>
<td>Conference Program, Thursday, May 31, 2001</td>
<td>37</td>
</tr>
<tr>
<td>Morning Workshops</td>
<td>38</td>
</tr>
<tr>
<td>Session 7</td>
<td>38</td>
</tr>
<tr>
<td>Session 8</td>
<td>40</td>
</tr>
<tr>
<td>Session 9</td>
<td>42</td>
</tr>
<tr>
<td>CIT2001 Vendor List</td>
<td>45</td>
</tr>
<tr>
<td>Campus Map</td>
<td>49</td>
</tr>
<tr>
<td>Conference Abstracts</td>
<td>50</td>
</tr>
</tbody>
</table>
Dear Colleagues:

On behalf of the entire Geneseo college community, welcome to CIT 2001, the 10th Anniversary Conference on Instructional Technologies. We are pleased to be hosting you and hope that you will find our campus to be a comfortable and “user-friendly” place.

This year’s workshops and sessions—woven around the theme An Odyssey of Innovation—represent a unique combination of the tools and approaches all of us will need as we make the journey to the next level of technological advances in teaching and learning. What will make these sessions most effective is the fact that they are designed by your colleagues in higher education, who understand your objectives, your resources, and your institutions. During the conference you will be able to choose from topics that range from digital art, to performance-based budgeting, to instructional design and cross-cultural theory. This remarkable range of choices is itself testimony to the extent to which technology pervades everything we do as teachers and scholars.

In the ten years since the first SUNY FACT conference, we have all seen changes: our library catalogues are computer-based, our residence halls are wired, and “dot.edu” is a staple in our vocabulary. We need not look very far ahead to a time when wearable wireless computers and instant remote wireless network access will be the norm on campuses. Every year our new faculty and students come to us with greater levels of technological sophistication and greater expectations. We must be ready to meet the challenge; we must be ahead of the challenge.

As technology continues to evolve at a dizzying pace, none of us can be experts in all its facets. Sharing technological knowledge in our human networks is therefore essential. I trust that CIT 2001 will provide you not only with opportunities to learn, but also with collegial resources and support that will stay with you long after this meeting is over. Like Homer in the original epic from which this conference takes its name, I invite you to join your colleagues throughout the state on an exciting odyssey of innovation and insight. May your intellectual and technological journeys in the next three days be rewarding and productive!

Christopher C. Dahl
President and Professor of English
Dear Colleagues:

On behalf of the FACT Committee, I am delighted to welcome you to the SUNY Conference on Instructional Technologies. This year the Conference celebrates a decade of bringing together SUNY faculty and staff to discuss how they are using educational technology. During the past nine years, hundreds of faculty have shared the methods that they are using to enrich the teaching and learning process. The resulting dialogue has ultimately benefited the entire University. The CIT has been and continues to be the place to go to find out what SUNY faculty are doing with technology, in both traditional and virtual classrooms.

In response to suggestions made at last year’s Conference, the program has been slightly modified to insure that it continues to serve the entire spectrum of technology users, from first-time user to cutting-edge expert. I hope that you will find these changes to be beneficial and look forward to your comments and further suggestions. The goal continues to be creating opportunities for the SUNY family to share experiences and resources. The SUNY system is our greatest resources, and I hope that you will find the opportunity to share with your colleagues from throughout the state to be as exciting as I do.

Even though the FACT Committee officially sponsors this conference, the CIT could not take place without participation by many SUNY groups, including the CIT Conference Planning Committee, the SUNY Training Center, the host campus at SUNY Geneseo, the staff from the Advanced Learning & Information Services Office, and the many colleagues from throughout the system who willingly share their time and expertise. I wish to especially recognize the support from Provost Peter D. Salins and Associate Provost Christine E. Haile, which is essential for this conference to succeed. This Conference demonstrates what can be accomplished by combining the resources of the entire system.

All those involved with the conference join me in hoping that you learn a great deal, not only in the workshops and presentations, but also in the informal discussions that make this meeting so useful. We hope that you have an enjoyable and productive meeting.

Cordially,

Harry E. Pence and the SUNY FACT Advisory Committee
The SUNY FACT Advisory Committee would like to especially thank the following individuals for their contributions to the success of CIT 2001:

**The SUNY College at Geneseo Team**

Sue Ann Brainard, Sue Chichester, Laurie Fox, Bill Meyers, Chris Pruszynski, Bob Simon, Sue Spring, and Michael Teres

**The SUNY Training Center Team**

Leslie Mayville, Joan Sigsworth, Lisa Milewski, Mark Capwell, Cherie Murphy and Mary Barnes

**Co-Sponsors**

The SUNY Training Center - Leslie Mayville/Director  
SUNY University Faculty Senate - Joe Flynn/President  
SUNY Faculty Council of Community Colleges - Herb Merrill/President

**CIT 2001 Planning Committee**

Conference Director:  
Leslie Mayville - SUNY Training Center  
Host Campus Liaison:  
Sue Chichester - SUNY College at Geneseo  
FACT Advisory Liaison:  
Ron Sarner - SUNY Institute of Technology at Utica/Rome  
Berger, Carol - SUNY Institute of Technology at Utica/Rome  
Boquard, Barb - Information Technology Exchange Center  
Brainard, Sue Ann - SUNY College at Geneseo  
Bryant, Mary - Onondaga Community College  
Fox, Laurie - SUNY College at Geneseo  
French, Paul - SUNY College at Oneonta  
Gayford, Norm - Genesee Community College  
Heider, Mary Jane - Genesee Community College  
Keys, Terry - Monroe Community College  
Kimber, Kathleen – Genesee Community College  
Loomis, Kathleen – SUNY College at Fredonia  
Meyers, Bill – SUNY College at Geneseo  
Milewski, Lisa – SUNY Training Center  
Mullick, Rosemary – SUNY Institute of Technology at Utica/Rome  
Olsavsky, John – SUNY College at Fredonia  
Pruszynski, Chris – SUNY College at Geneseo  
Sigsworth, Joan – SUNY Training Center  
Simon, Bob – SUNY College at Geneseo  
Slomka, Tom – State University at Buffalo  
Spring, Sue – SUNY College at Geneseo  
Sullivan, Betsy – SUNY College at Farmingdale  
Teres, Michael – SUNY College at Geneseo
Special thanks for the support and volunteerism that the following individuals at SUNY Geneseo has given CIT 2001 this year:

Computing & Information Technology Staff
Residential Computing Consultants
Multimedia Student Staff
HelpDesk Student Staff
University Police
Residence Life
Facilities Services
College Union Staff
Art Department
Sports & Recreation
Student Association
Christopher Dahl
Barbara Dixon
Tom Greenfield
Kathy Trainor
Kurt Spangler
Jay Ezard
Bob Lyon
Bob Ossont
Kathy Deffenbaugh
Lisa Annor
Jenny Fowlston
Ginny Geer-Mentry
Jackie Love
Chris Finocchario
Gregg Hartvigsen
Nancy Jones
Bill Mathews
Chris Lechinger
Registration

Main Lobby
MacVittie College Union

Monday, May 28th    4:00 pm – 10:00 pm
Tuesday, May 29th   7:00 am – 9:30 pm
Wednesday, May 30th 7:00 am – 9:30 pm
Thursday, May 31st  7:00 am – 1:00 pm

Housing Information

Main Lobby
MacVittie College Union

Monday, May 28th    4:00 pm – 10:00 pm
Tuesday, May 29th   7:00 am – 9:30 pm
Wednesday, May 30th 7:00 am – 9:30 pm
Thursday, May 31st  7:00 am – 1:00 pm

Parking (Free)

Parking is permitted and free. The recommended parking lot is “R”, with overflow in lots “F”, “E”, and “A”. If you have forgotten your parking pass, one can be picked up at the registration desk.

Messages and Important Phone Numbers

Family and co-workers can call the Conference Registration Desk to leave a message for you. Messages will be posted on a bulletin board near the Registration Desk in the MacVittie College Union. Conference Registration Desk Phone Number: (716) 245-5421. For any police or medical emergency, please contact the Campus Police Department at (716) 245-5651.

Nametags

Please wear your nametag at all times. It is your ticket to conference activities and meals.

Playpen

Prometheus, a course management package company, is sponsoring this year’s playpen. Come to the playpen to check your e-mail, surf the net, or practice with a software package. Also, earn “CIT Cache” by visiting the playpen! The playpen is located in the College Union in room #130. Take the stairs down from the main level, take a left and room #130 is located at the end of the hall. Eating, drinking and smoking are not permitted in the playpen.
The playpen hours are:

- Monday, May 28th 4:00 pm – 10:00 pm (staffed from 4:00 pm – 8:00 pm)
- Tuesday, May 29th 7:00 am – 10:00 pm (staffed from 8:00 am – 8:00 pm)
- Wednesday, May 30th 7:00 am – 10:00 pm (staffed from 8:00 am – 8:00 pm)
- Thursday, May 31st 7:00 am – 1:00 pm (staffed from 8:00 am – 12:00 pm)

**Banking**

An automated teller machine is located downstairs in the MacVittie College Union just outside the door.

**College Bookstore**

The Under the Sun Campus Store is located in the MacVittie College Union. Bookstore hours are:

- Tuesday, May 29th 10:00 am – 3:00 pm
- Wednesday, May 30th 10:00 am – 3:00 pm
- Thursday, May 31st 10:00 am – 3:00 pm

**Smoking Policy**

There is no smoking in any building on the College of Geneseo campus. If you smoke, you must be 15 feet from any building.

**Evaluations**

Evaluation forms are an integral part of the program planning for this annual conference. Please take the time to complete and return them. Evaluation forms for individual sessions will be distributed at each session. Before you leave, return the completed evaluation forms to the Session Facilitator or drop them in the designated box at the Conference Facilitators Desk in the MacVittie College Union. The General Conference Evaluation Form will be available anytime at the Registration Desk and in the session rooms on Wednesday and Thursday of the conference. Return General Conference Evaluations to the session facilitator or to the Registration Desk. You can fill out an overall conference evaluation online at http://www.cit.suny.edu.
Digital Art Exhibition


The works range from an artists book, two-dimensional framed prints, sound, video installation, and performance pieces.

An opening reception will take place Tuesday, May 29th at 8:30am to 11:30am. Hours of the gallery are:

- 8:30am to 4:40pm Wednesday, May 30th
- 8:30am to 11:30am, Thursday, May 31st

Arboretum Walk

Take a Walk in the Arboretum – On Tuesday morning at 9:30 am. Meet in the College Union lobby, vans will depart for a short drive to the Roemer Arboretum. The Arboretum consists of 20 acres, located on the south campus of the College south of the residence halls and between Routes 20A/39 and Route 63. The walk will last about an hour.

Technology Tour

Geneseo Technology Tour – On Tuesday morning at 10:30 am. Meet in the College Union lobby – wear comfortable shoes! The tour will feature student computing labs, technology-equipped classrooms, and a visit to Milne Library’s Electronic Resources Center.

Workout Center

SUNY Geneseo’s workout center, located on the lower level of the Alumni Fieldhouse (next to the ice arena), will be open Tuesday (5/29/01), Wednesday (5/30/01), and Thursday (5/31/01) between the hours of 11:00 am and 5:00 pm. Conference attendees may purchase a guest pass at a price of $3 per day. The Workout Center features two large rooms with stairmaster and treadmills, two nautilus circuits, elliptical and rowing machines, and extensive free weights.

Walk, Jog or Skip

Meet us in front of the College Union (outside) at 6:30 am for a brisk 1.5 mile walk of SUNY Geneseo’s cross-country trail.

Self-Guided Walking Tour of Geneseo (pamphlet in conference bag)

The Village of Geneseo is the Livingston County seat and a community of almost 9,500 residents. A significant portion of the Village was designated a National Historic Landmark by the United States Department of the Interior. The self-guided tour will lead you past Geneseo’s varied architecture, through the small-town atmosphere, and give you a glimpse of its Native American history.

Area Attractions

In your conference bag you’ll find information about Letchworth State Park and the Mount Morris Dam. Both attractions are about 8 miles from the SUNY Geneseo campus.
To Celebrate our 10th Anniversary
We are giving you Cache!

CIT Cache

CIT Cache is your ticket to win the various exciting door prizes that will be given away throughout the conference. Collect all three colors of CIT Cache from our Vendor Exhibitors and Sponsors and drop them off at the Prometheus Play Pen, located on the lower level of the MacVittie College Union, Room #130. Each vendor area is represented by a different color.

When you collect all 3 colors of CIT Cache, you will be given one entry form into our prize drawings. You can enter as many times as you wish; remember, you need all 3 CIT Cache colors per entry form. Winners will be chosen throughout the conference; check back at the Registration Table between sessions to see the posted list of prize recipients.

The more that you visit the:

* **Technology Showcase** (Tuesday, May 29th, 7:00 p.m. – 9:30 p.m.)
* **Vendor Showcase** (Wednesday, May 30th, 9:00 a.m. – 2:00 p.m.)
* **Prometheus Play Pen** (running throughout the Conference in the MacVittie College Union Rm.#130)
* **Elesevier ScienceDirect Demonstrations** (running throughout the Conference in the Milne Library Computer Lab)

the more chances you can collect Cache to win!

Thank you to all of our Vendors for their generous donations to the CIT Cache give-aways:
SUNY Training Center - Palm Inc. - Adobe Systems - Apple Computer - Element K SmartForce - IBM - Minitab - Xerox - Macromedia - Prometheus - Tequipment Waterloo Maple
Monday Night - Hospitality Event  
6:00pm to 11:00pm

“Unplugged and unrepentent” is how Rochester Democrat & Chronicle describes SUNY Geneseo’s singing Dean, Tom Greenfield. Dr. Greenfield, Western New York’s Premier Insensitive Folksinger, will be at CIT 2001 on Monday night to entertain us during the opening hospitality event. The Hospitality Suite is being sponsored by Xerox, The Document Company.

Tuesday Night – Technology Showcase  
7:00pm to 9:30pm

The Technology Showcase gives participants a chance for one on one discussions with 19 different vendors. They will range from course management packages to the latest in web development products. Come and Enjoy! This event is being sponsored by Elsevier Science.

Elsevier Science is the world’s leading provider of scientific, technical and medical information. Elsevier’s products include journals, books and online databases, as well as the Elsevier Science Direct portfolio of e-solutions, geared to meet the research needs of varying academic, corporate and government researchers. ScienceDirect® is its premier electronic information service, providing comprehensive full-text coverage of the world’s STM literature in a rich navigational environment.

Elsevier Science and the SUNY Office of Library and Information Services are pleased to announce an agreement to provide access to ScienceDirect® for all SUNYConnect participants. This agreement is made possible through the commitment of SUNY libraries and the support of SUNY Provost Peter D. Salins. The agreement provides unlimited access to over 700 full-text Elsevier Science journals at the SUNY campuses.

Wednesday Evening – Caribbean Night  
6:30pm to 9:00pm

Wednesday evening we will showcase more local musical talent with PANLOCO, Western New York’s most versatile steel band. Led by percussionist Ted Canning, Panloco explores the unique musical qualities of the steel drum from its traditional Caribbean roots to pop, jazz, classical, and world musics. The band combines the sweet sounds of the steel “pan” with vocals, sax, bass, percussion—even a guitar or dulcimer may find its way into this exciting blend of sounds and styles! Panloco performs widely in a variety of venues, and also leads workshops and residencies in schools and colleges in New York, Ohio and Pennsylvania.
Tuesday, Wednesday, & Thursday - Prometheus Play Pen
MacVitte College Union Rm. #130

The Play Pen at this year’s conference is being sponsored by Prometheus. Prometheus is a Web-based course software that does more than place content on the Internet. The template-driven format provides an intuitive tool that anyone can use, the open source code makes it flexible, and the technology base allows it to run in a clustered environment, providing maximum uptime and load balancing. Prometheus gives schools the power to deliver online courses, real-time discussions, distance learning, and access to library materials in a comprehensive, easy-to-use, and highly adaptable formats. Stop into the playpen, to see demonstrations of the product!

Elsevier Science ScienceDirect - Demonstrations!
Tuesday, May 29th & Wednesday, May 30th
9:00 a.m. – Noon, 1:00 p.m. – 4:00 p.m.
Thursday, May 31st from 8:00 a.m. – Noon
Location: Milne Library – Computer Lab - Lower Level

Enjoy a hands-on experience lead by Elsevier Trainers and Representatives. They will give you a better understanding of the new SUNY-wide ScienceDirect product and run demonstrations of its functionalities continuously throughout the day.

Reception and Wine Tasting
Tuesday, May 29th - 5:30pm to 6:15pm - College Union Ballroom

Please join your colleagues for a “Taste of MERLOT”, a reception which will provide you with an update on the MERLOT (Multimedia Educational Resource for Learning and Online Teaching) Project. Refreshments (including a taste of that other Merlot) will be served. Brief presentation by Peter Shea, Project Director for SUNY’s participation in the MERLOT consortium.
CONFERENCES PROGRAM

Room Location Key:

SH - South Hall
F - Fraser Hall
N - Newton
Hunt Room - College Union

Presentation Rating Key:

G General
I Introductory
A Advanced

Monday Monday Monday Monday
The Hospitality Suite is being sponsored by Xerox, The Document Company. The Document Company, Xerox, is your premier source for document management solutions and knowledge management software. From desktop printing to high volume production publishing, from black and white to full color, from multifunction digital devices to web based knowledge management software, Xerox can help you manage your documents and knowledge. Our solutions allow you to leverage your technology, increase productivity, and often lower operating costs, and allow you to focus on your core competencies and key business challenges. Xerox is proud to be a sponsor of the SUNY Conference on Instructional Technologies. We look forward to seeing you there!

“Unplugged and unrepentant,” Declared the Rochester Democrat & Chronicle about the performances of Tom Greenfield, Dean of the College, and self-proclaimed “Western New York’s premier insensitive folksinger. An award winning songwriter with nine certificates of merit from Billboard magazine’s national songwriting competition and a semi-finalist award in the American Song Festival to his credit, Greenfield presents a program of humorous original songs ranging from political lampoons (The Impeachment Song (It’s Not About Sex), to the travails of modern love (Babe, You Just Don’t Fax Me Anymore, to searing explorations of self-discovery (I’m Living Down to Your Expectations), Greenfield is accompanied by jazz guitarist Dave Sharman, whose sparkling instrumental compositions and performance provide a delightful counterpoint to Greenfield’s irreverent humor”.

Greenfield has performed with some of folk music’s leading artists, including Tom Paxton, Steve Gillette, Sam Hinton, Carrie Newcomer, Camille West, and Cindy Mangsen. He is also host, producer, and writer of “Folkal Point”, a weekly interview/survey segment on WXXI-FM’s Salmagundi Show with Simon Pontin.
CONFERENCE PROGRAM

Room Location Key:
SH - South Hall
F - Fraser Hall
N - Newton
Hunt Room - College Union

Presentation Rating Key:
G General
I Introductory
A Advanced
Arthur Levine is President and Professor of Education at Teachers College, Columbia University. He received his bachelor's degree from Brandeis University and his Ph.D. from State University of New York at Buffalo. Prior to Teachers College, he served as Chair of the Higher Education program and Chair of the Institute for Educational Management at the Harvard Graduate School of Education.

Mr. Levine is the author of dozens of articles and reviews. His most recent book is *When Hope and Fear Collide: A Portrait of Today’s College Student* (with Jeanette S. Cureton), published in 1998. Among other volumes are *Beating the Odds: How the Poor Get to College*, *Higher Learning in America; Shaping Higher Education’s Future; When Dreams and Heroes Died: A Portrait of Today’s College Students; Handbook on Undergraduate Curriculum; Quest for Common Learning* (with Ernest Boyer); *Opportunity in Adversity* (with Janice Green), and *Why Innovation Fails*.

A 1982 Guggenheim Fellowship winner, Mr. Levine’s other awards include a 1998 listing in *Change* magazine as “One Of The Most Outstanding Leaders in the Academic Community,” the 1996 Council of Independent College’s Academic Leadership Award, the American Council on Education’s “Book of the Year” award in 1974 (for *Reform of Undergraduate Education*), the Educational Press Association’s “Annual Award” for writing in 1981, 1989, and 1993, and 15 honorary degrees. He has served as consultant to more than 250 colleges and universities. Mr. Levine was also President of Bradford College (1982-1989) and named 1999-2001 Carnegie Fellow, formerly Senior Fellow at the Carnegie Foundation and Carnegie Council for Policy Studies in Higher Education (1975-1982).
Tuesday, May 29, 2001

Continental Breakfast - 7:00am to 8:30am - College Union Ballroom

Pre-Conference Workshops - 8:30am to 11:30am

<table>
<thead>
<tr>
<th>Presentation Name, Format, Rating, and Times</th>
<th>Location</th>
</tr>
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<tbody>
<tr>
<td>Introduction to WebCT</td>
<td>SH138</td>
</tr>
<tr>
<td>John R. Ganson, Nassau Community College</td>
<td></td>
</tr>
<tr>
<td>Beginning Flash</td>
<td>F202A</td>
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<tr>
<td>James B. Greenberg, SUNY College at Oneonta</td>
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<tr>
<td>Facilitator: Sean Gordon, SUNY College at Geneseo</td>
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<tr>
<td>A Crash Course in Digital Photography Essentials</td>
<td>SH345</td>
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<tr>
<td>Russ Kahn, SUNY Institute of Technology at Utica/Rome</td>
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<tr>
<td>Basic HTML for Faculty</td>
<td>F213</td>
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<tr>
<td>Lisa Milewski, SUNY Training Center</td>
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<tr>
<td>Facilitator: John Olsavsky, SUNY College at Fredonia</td>
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Lunch and Welcome - 11:30am to 12:30pm - College Union Ballroom

Plenary Speaker - 12:45pm to 2:15pm
Arthur Levine - Wadsworth Auditorium

Workshops - 2:30pm to 5:30pm

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<thead>
<tr>
<th>Presentation Name, Format, Rating, and Times</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hot Tips to Pep Up Your PowerPoint Presentation</td>
<td>SH138</td>
</tr>
<tr>
<td>Barbara Riggall, SUNY Upstate Medical University at Syracuse</td>
<td></td>
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<tr>
<td>Using Dreamweaver to Create a Course Web Site</td>
<td>F202A</td>
</tr>
<tr>
<td>Roberta Sullivan, State University at Buffalo</td>
<td></td>
</tr>
<tr>
<td>Introduction to Blackboard</td>
<td>F 213</td>
</tr>
<tr>
<td>Thom Slomka, Millard Fillmore College</td>
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<tr>
<td>Developing a Course in the SUNY Learning Network Workshop</td>
<td>SH336</td>
</tr>
<tr>
<td>Alexandra Pickett, SUNY Learning Network</td>
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<td>Facilitator: Peggy Przybycien, Onondaga Community College</td>
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Meeting ADA Compliance for Department Web Pages  
(Paper/Poster) 2:30pm to 3:05pm  N201
This will be a discussion/demonstration of what needs to be done to make web pages ADA compliant
Paul Reynolds, SUNY College at Buffalo
Facilitator: Robin Umber, SUNY College at Brockport

Cast Ye Your PURL’s: Using Persistent URL’s in Instructional Web Pages  
(Presentation Papers) 3:10pm to 3:45pm  N201
This demonstration is designed to show instructors how they can use persistent URLs in their Web pages in order to create a reserve reading list.
Michael Epstein, SUNY College at Old Westbury
Facilitator: Robin Umber, SUNY College at Brockport

Multimedia Web Site Design Using Flash With Application To Distance Learning  
(Demonstration/Poster) 2:30pm to 3:45pm  N204
An introduction to the use of Macromedia Flash in creating a distance learning web site.
Robert Barone, SUNY College at Buffalo
Facilitator: Meredith Altman, Genesee Community College

SUNY Cortland Multimedia Grant Recipients Showcase and Discussion  
(Panel) 2:30pm to 3:45pm  N206
SUNY Cortland is in year 2 of a multimedia grant program. Current and previous recipients would like to showcase their work and discuss the perils, pitfalls and promise associated with the development of multimedia for the classroom.
Anita Stoner, SUNY College at Cortland
Co-Presenter(s): Scott Anderson, Carol Bell, Andrea LaChance, Jim Hokanson
Facilitator: Theresa Gilliard-Cook, Onondaga Community College

Multimedia Portfolios and the Promotion/Reappointment Process  
(Panel) 2:30pm to 3:45pm  N209
In the Fall of 2000, three SUNY Cortland faculty members submitted electronic portfolios for the purposes of promotion or reappointment. Come and find out the results of this approach to what has traditionally been a paper-intensive process.
Karl Klein, SUNY College at Cortland
Co-Presenter(s): Beth Klein, Barb Combs, Tim Slekar
Facilitator: Jim Greenberg, SUNY College at Oneonta

Constructivism Weds Technology Training  
(Presentation Papers) 2:30pm to 2:50pm  N212
Constructivism affords learners the opportunity to use an attractive technology that integrates curriculum and makes teaching multiple disciplines easy. HyperStudio projects produced by novice teacher educators show how technology and constructivist pedagogical approaches can be an asset to active, involved learning.
Irene Hylton, SUNY College at Old Westbury
Facilitator:Rita Reagan Redko, State University at Stony Brook

We’ve Created a Monster  
(Presentation Papers) 3:00pm to 3:40pm  N212
A shift in student, faculty and administrators roles and perceptions has created challenges in planning and offering a comprehensive program of vocational teacher preparation throughout New York State. Addressing the challenges of this monster will be discussed and explored.
Susan Camp, SUNY College at Oswego
Co-Presenter(s): Margaret Hill Martin
Facilitator: Rita Reagan Redko, SUNY College at Stony Brook
Presentation Name, Format, Rating, and Times

Preservation, Access, and Fund-Raising: Digitizing Images from a Unique Library Collection
(Paper) 2:30pm to 2:50pm

Using digital technologies to re-purpose a little-used but unique collection from the University Libraries. Images from rare and fragile materials were scanned and digitally enhanced for on-line study, display, and sale.

Donald Trainor, State University at Buffalo
Co-Presenter(s): Sara Saldi, Fred Kwiecien
Facilitator: Mark Smith, SUNY College of Ceramics at Alfred University

New Horizons for the LIT Gloss Project: Year 2
(Presentation Papers) 3:00pm to 3:40pm

Team members from the University at Buffalo presented the LiTgloss project at CIT2000: Now the site has an expanded role on campus and on another SUNY campuses.

Maureen Jameson, State University at Buffalo
Co-Presenter(s): Giovanna Testa, Ellen Connell, Soumia Boutkhil
Facilitator: Mark Smith, SUNY College of Ceramics at Alfred University

Desktop Movies in Education
(Vendor) 2:30pm to 3:45pm

Many faculty are enhancing their teaching by using Desktop movies. This presentation will give an introduction to Apple’s iMovie software and demonstrate its use in the classroom, by providing examples and best practices.

George Cook, Apple Computer, Inc
Co-Presenter(s): Karl DeSalvia
Facilitator: Stephen Padalino, SUNY College at Geneseo

TLT Center Directors Forum
(Birds of a Feather) 2:30pm to 3:45pm

This session will provide a forum for a followup discussion for attendees to the TLT Center Directors Meeting.

Peter Shea, Advanced Learning & Information Services
Facilitator: Faizan Haq, State University at Buffalo

Session Two (2) 4:00pm to 5:15pm

Using Blackboard.com to Offer College Courses
(Presentation Papers) 4:00pm to 4:20pm

Learn how to web-enhance your existing courses. Blackboard.com can bring your courses on the Internet with no fuss or muss.

John Thompson, SUNY College at Buffalo
Facilitator: Anita Stoner, SUNY College at Cortland

Implementing a Campus-wide CMS with Blackboard: Employing a Team-based, Collaborative Approach at University at Buffalo. (Presentation Papers) 4:25pm to 4:45pm

Lessons learned will be presented from the faculty, technical support, and instructional design perspectives.

Christine Sauciunac, State University at Buffalo
Co-Presenter(s): Kathleen Boje, John Pfeffer, Mark Woodard, Stacey Person
Facilitator: Anita Stoner, SUNY College at Cortland

Breaks - 3:45pm to 4:00pm - Newton Hall and College Union
Alternatives in an On-line Education, Teaching at a For-Profit College
(Presentation Papers) 4:50pm to 5:15pm
N201
A comparison of approaches used in course design and delivery.
Patrick O’Shei, SUNY Empire State College
Facilitator: Hanfu Mi, SUNY College at Oneonta

Use of Interactive Java Applets for Enhanced Learning in a Conceptual Physics Course
(Paper/Poster) 4:00pm to 4:20pm
N203
Traditional teaching of physical concepts and phenomena presents inherent difficulties due to the nature of the information that is presented. Incorporation of two technologies, Java applets and the WWW, has significantly enhanced the learning of difficult physical concepts through dynamic and real-time interaction, thus making physics more accessible to the average non-science student.
Sunil Labroo, SUNY College at Oneonta
Facilitator: Pam Youngs-Maher, SUNY College at Oswego

Linux as a Desktop Alternative to Windows (Paper/Poster) 4:25pm to 4:45pm
N203
Linux is a free alternative to the ubiquitous Microsoft operating system. I will give a brief overview of the features of a Linux powered workstation, and demonstrate some of the freely available applications that will help you get your work done.
Kenneth Mead, Genesee Community College
Facilitator: Pam Youngs-Maher, SUNY College at Oswego

Technical Discussion of the Development of a Multimedia Authoring System
(Paper/Poster) 4:50pm to 5:15pm
N203
Presentation of the technical issues faced in developing a cross platform multimedia authoring tool.
Mark Schneggenburger, SUNY College at Buffalo
Co-Presenter(s): Timothy Bleiler, Brian Schroeder
Facilitator: Pam Youngs-Maher, SUNY College at Oswego

Developing a Digital Coursepack Studio: A Collaboration with e-academy
(Panel) 4:00pm to 5:15pm
N206
The Center for Distance Learning at Empire State College has recently entered into a partnership with e-academy to develop a Digital Coursepack Studio. The purpose of this panel is to present what has been developed to date and talk about future plans for the project.
Betty Lawrence, SUNY Empire State College
Co-Presenter(s): Diane Shichtman, Nancy Frank, Bidhan Chandra, Eric Wrazen
Facilitator: Janet Worthington, SUNY College at Plattsburgh

Teaching Einstein’s Relativity Using Academic Software and Other Instructional Tools
(Paper/Poster) 4:00pm to 4:20pm
N209
I plan to describe how physics teaching can be improved using academic software and other tools for the course Einstein’s Relativity.
Biman Das, SUNY College at Potsdam
Facilitator: Paul Maclean, SUNY College at Geneseo

Using the CAPA Web-based Homework System in Introductory and Intermediate Physics Classes
(Presentation Papers) 4:25pm to 4:45pm
N209
CAPA is a web-based homework system which allows students to submit answers to personalized assignments via the internet. The implementation and effectiveness of this system as it is being used in the physics department at SUNY Geneseo will be described.
Charles Freeman, SUNY College at Geneseo
Facilitator: Paul Maclean, SUNY College at Geneseo
### Presentation Name, Format, Rating, and Times

<table>
<thead>
<tr>
<th>Presentation Name</th>
<th>Format</th>
<th>Rating</th>
<th>Time</th>
<th>Location</th>
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<tbody>
<tr>
<td>Use of PC's with Generic Physics Experiments For College Physics</td>
<td>(Presentation Papers)</td>
<td>4:50pm</td>
<td>5:15pm</td>
<td>N209</td>
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<tr>
<td>The Role of Librarians in Teaching Information Literacy to the First Year Experience Students</td>
<td>(Presentation Papers)</td>
<td>4:00pm</td>
<td>4:35pm</td>
<td>N212</td>
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<tr>
<td>Creating a Course-specific Library Research Portal Using Blackboard 5</td>
<td>(Presentation Papers)</td>
<td>4:40pm</td>
<td>5:15pm</td>
<td>N212</td>
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<tr>
<td>Enhancing Web-enhanced Instruction: Sheet-feed Scanners and Voice Recognition</td>
<td>(Paper/Poster)</td>
<td>4:00pm</td>
<td>4:35pm</td>
<td>N213</td>
</tr>
<tr>
<td>&quot;Interactive Teaching: SmartBoards and Dynamic Websites&quot;</td>
<td>(Paper/Poster)</td>
<td>4:40pm</td>
<td>5:15pm</td>
<td>N213</td>
</tr>
<tr>
<td>Web-based Course Assessment Using CoursEvalª</td>
<td>(Vendor Presentation)</td>
<td>4:00pm</td>
<td>5:15pm</td>
<td>N214</td>
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<tr>
<td>Supporting TopClass and WebCT and Blackboard: What the Heck Were We Thinking?</td>
<td>(Birds of a Feather)</td>
<td>4:00pm</td>
<td>5:15pm</td>
<td>HUNT Room</td>
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- **Use of PC's with Generic Physics Experiments For College Physics**
  - PC's with data acquisition and transducers facilitate the exploration of the physical world in physics laboratories.
  - Mohammed Tahar, SUNY College at Brockport
  - Facilitator: Paul Maclean, SUNY College at Geneseo

- **The Role of Librarians in Teaching Information Literacy to the First Year Experience Students**
  - A multimedia presentation of the first impressions and lasting impacts of librarians teaching information literacy to the first year student. The future roles of librarians in teaching information literacy.
  - Portia Diaz-Martin, University at Buffalo
  - Co-Presenter(s): Martin Basil
  - Facilitator: Miriam Deitsch, SUNY College at Farmingdale

- **Creating a Course-specific Library Research Portal Using Blackboard 5**
  - While recent advances in SUNYConnect have provided our students with an unprecedented wealth of information, it is becoming more confusing navigating multiple library databases and online information portals. This presentation will demonstrate how you can easily provide a seamless, information-rich, course-specific online library for each of your classes using the BlackBoard 5 Resource Center.
  - Karen Gelles, SUNY College at Farmingdale
  - Facilitator: Miriam Deitsch, SUNY College at Farmingdale

- **Enhancing Web-enhanced Instruction: Sheet-feed Scanners and Voice Recognition**
  - The role of sheet-feed scanners and voice recognition as ways of expediting Web-enhanced instruction.
  - Dennis Mike, SUNY College at Buffalo
  - Facilitator: Gobi Gopinath, Suffolk Community College

- **"Interactive Teaching: SmartBoards and Dynamic Websites"**
  - I will introduce a new, interactive web-based set of quantitative models for exploring ecological principles. The presentation will involve using a SmartBoard/computer system.
  - Gregg Hartvigsen, SUNY College at Geneseo
  - Facilitator: Gobi Gopinath, Suffolk Community College

- **Web-based Course Assessment Using CoursEvalª**
  - CoursEvalª: An on-line approach to course and faculty assessment.
  - John Eisner, Academic Management Systems
  - Facilitator: Edwin Selleck, SUNY College of Technology at Canton

- **Supporting TopClass and WebCT and Blackboard: What the Heck Were We Thinking?**
  - An open discussion about using and supporting any on-line course management system on a campus.
  - This includes technical and instructional support issues.
  - Mary Jane Heider, Genesee Community College
  - Facilitator: Bruce Hilyard, Genesee Community College

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**A Taste of MERLOT - 5:30pm to 6:15pm - College Union Ballroom**
**Dinner - 6:15pm to 7:30pm - College Union Ballroom**
Map of Vendors

Technology Showcase - College Union - 7:00pm to 9:30pm First Level

#1 Tequipment Inc.
#2 Tequipment Inc.
#3 Advanced Learning & Information Services
#4 Advanced Learning & Information Services
#5 Minitab, Inc.
#6 Xanedu
#7 SmartForce
#8 Adobe Systems
Map of Vendors

- #9 WebCT
- #10 Waterloo Maple
- #11 IBM
- #12 Element K
- #13 Palm, Inc.
- #14 Apple Computer
- #15 Academic Management Systems
- #16 Mindleaders
- #17 Xerox
- #18 NCS Learn
- #19 Blackboard
- #20 Macromedia

Technology Showcase - College Union - 7:00pm to 9:30pm Second Level
Enhancing Web-enhanced Instruction: Sheet-feed Scanners and Voice Recognition
The role of sheet-feed scanners and voice recognition as ways of expediting Web-enhanced instruction.
Mike Dennis, SUNY College at Buffalo

“Interactive Teaching: SmartBoards and Dynamic Websites”
I will introduce a new, interactive web-based set of quantitative models for exploring ecological principles. The presentation will involve using a SmartBoard/computer system.
Gregg Hartvigsen, SUNY College at Geneseo

Interactive Information Literacy in an Academic Library
Will present a poster session relating to the creation of an interactive webpage providing information literacy skills to faculty, staff and students.
Marianne Eimer, SUNY College at Fredonia

Using HyperStudio to Support Multiple Levels of Learning
In this session, a HyperStudio assignment in an elementary teacher education course is presented and discussed in terms of two main strands: 1) what students learned about how the process of constructing stacks supported their understanding of the materia.
Robin Umber, SUNY College at Brockport

From Monitor to Blackboard
Transform your monitor into a blackboard with the aid of Blackboard.com, a course management system that empowers instructors to add an online element to their classes. In this poster session, I will share my class webpage, created with the aid of Blackboard, and disseminate packets that show participants how they can access and use this product for free.
Shonda Wilson, Suffolk Community College

Utilizing a Virtual Laboratory in Neuroscience Course Work
Teaching demands and institution resources may drastically limit the exposure students of Neuroscience have to laboratory procedures and experiences. This poster describes the use of a computer-generated lab as one way to offer students these valuable experiences.
Angela Loweke, SUNY College at Geneseo

Faculty Multimedia Project Showcase at SUNY Cortland
Demonstration of various instructional multimedia projects created by faculty who were recipients of the Provost’s multimedia grants. Discussion of the tools chosen by various faculty and the process of learning to develop multimedia.
Anita Stoner, SUNY College at Cortland

An Interactive Classroom Odyssey: Linking College Students with Elementary School
This demonstration will show the odyssey of linking college students with an elementary school.
Participants will view the interactive components of using Blackboard.com by college students, college faculty, school administrators, practicing teachers and elementary students.
Coralee Smith, SUNY College at Buffalo

The Motion of Objects Made Easy
Students in introductory physics can analyze motion of objects in some interesting situations that were formerly considered too complicated for them to address. They can do so with tools you already have and with which you are already familiar.
Lawrence Brehm, SUNY College at Potsdam
The Public Relations Software that Handles ROPE Process
The software user chooses from a variety of problems and issues; the software provides a list of objectives that might be associated with specific publics with appropriate tactics and evaluation criteria. This software is written for a PR introductory course.
Faizan Haq, SUNY College at Buffalo

Multimedia Web Site Design Using Flash With Application To Distance Learning
An introduction to the use of Macromedia Flash in creating a distance learning web site.
Robert Barone, SUNY College at Buffalo

Teaching Einstein's Relativity Using Academic Software and Other Instructional Tools
I plan to describe how physics teaching can be improved using academic software and other tools for the course Einstein's Relativity.
Biman Das, SUNY College at Potsdam

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Sunil Labroo, SUNY College at Oneonta

Linux as a Desktop Alternative to Windows
Linux is a free alternative to the ubiquitous Micro$oft operating system. I will give a brief overview of the features of a Linux powered workstation, and demonstrate some of the freely available applications that will help you get your work done.
Kenneth Mead, Genesee Community College

Meeting ADA Compliance for Department Web Pages
This will be a discussion/demonstration of what needs to be done to make web pages ADA compliant.
Paul Reynolds, SUNY College at Buffalo

Infusing Technology into the Pre Service Teacher's Curriculum
Collaboration to infuse technology into the pre service teacher's course of study.
Timothy Schwob, SUNY College at Potsdam

Technical Discussion of the Development of a Multimedia Authoring System
Presentation of the technical issues faced in developing a cross platform multimedia authoring tool.
Mark Schneggenburger, SUNY College at Buffalo
CONFERENCE PROGRAM

Room Location Key:
- SH - South Hall
- F - Fraser Hall
- N - Newton
- Hunt Room - College Union

Presentation Rating Key:
- G General
- I Introductory
- A Advanced

Wednesday
Biographical Sketch

Roberto H. Bamberger was born on January 30, 1965 in Buenos Aires, Argentina. He received his B.E.E. and PhD from the Georgia Institute of Technology in 1986 and 1990 respectively. Dr. Bamberger was an Assistant Professor in the School of Electrical Engineering and Computer Science at Washington State University from January of 1991 through May of 1997. During that period, Dr. Bamberger’s research program focused on the design, implementation, and application of non-separable, multidimensional multirate filter banks, and subband image and video compression. In May of 1997, Dr. Bamberger assumed the role of Director of Computing and Educational Media Services for the College of Engineering and Architecture at Washington State University in order to better focus his energies on the integration and utilization of technology in the educational enterprise. As Director of Computing and Educational Media Services, Dr. Bamberger served as the College’s liaison to the WSU Center for Teaching and Learning and as an advisor to the WSU’s Vice Provost for Technology and Learning. Dr. Bamberger served on several committees dealing with the design and implementation of online and technology enhanced learning solutions at Washington State University. Dr. Bamberger joined Microsoft Corporate in February, 1998 where he is a member of the Education Solutions Group, and manages Microsoft’s efforts in learning solutions and professional development.

Dr. Bamberger was founder and director of the Signal Processing Instructional Facility (SPIF Lab) at Washington State University. The SPIF Lab featured interactive multimedia based tools for teaching concepts related to linear systems theory. Dr. Bamberger was also active in developing multimedia based instructional materials for a variety of courses including introductory courses on signals and systems and digital image processing. The Educational Media Services Laboratory is a multidisciplinary, student staffed service unit within the College of Engineering and Architecture, available to the WSU community at large, to foster the and develop online and technology enhanced learning environments.

In addition to his teaching and research programs, Dr. Bamberger served as an associate editor for the IEEE Transactions on Signal Processing and is a member of the editorial board for the journal, Computer Applications in Engineering Education. Dr. Bamberger served as advisor to the WSU Student Branch of the IEEE and as the Assistant Director of the WSU Cougar Marching Band. He has worked with Asymetrix Learning Systems on the development of Internet Based Testing systems and as a technical consultant to Wolfram Research Inc. Dr. Bamberger has served as a reviewer for several National Science Foundation programs and various journals. Recently, Dr. Bamberger was a judge in the international “Paul Allen Outstanding Online Course Award”.

Dr. Bamberger received the IEEE Signal Processing Society Outstanding Paper Award in the area of Image and Multidimensional Signal Processing in 1995. He is a member of Phi Eta Sigma, Eta Kappa Nu, Tau Beta Pi, and Kappa Kappa Psi honor societies. Dr. Bamberger served as an Associate Editor of IEEE Transactions on Signal Processing, and is a member of the Editorial Board of Computer Applications in Engineering Education, and an Associate Editor of Interactive Learning.
### Extended Special Session - 8:00am to 10:30am

<table>
<thead>
<tr>
<th>Presentation Name, Format, Rating, and Times</th>
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<tbody>
<tr>
<td><strong>Making it Work: Building a Community of Support Through the SLN “Campus Academic Coordinator”</strong>&lt;br&gt;(Demonstration) 8:00am to 10:30am</td>
<td>F213</td>
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<tr>
<td>SLN Campus Academic Coordinators, faculty, and administrators interested in learning more about what it is like from an SLN Campus Academic Coordinator perspective to coordinate ‘cross’ intracampus collaboration and cooperation for successful implementation of online teaching and learning through the SUNY Learning Network will find significant interest in this hands-on demonstration. This session will build an awareness of the processes and procedures, and opportunities for administrators, faculty and students by viewing SLN services and support from a global perspective.</td>
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<td>Alexandra Pickett, SUNY Learning Network</td>
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<td>Co-Presenter(s): Tammy Mooney</td>
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<td>Facilitator: Charlotte Downing, Monroe Community College</td>
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### Session Three (3) 8:00am to 9:15am

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<th>Presentation Name, Format, Rating, and Times</th>
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<tr>
<td><strong>Success Revisited! The Keys to Developing Effective and Mutually Beneficial Institutional Agreements.</strong>&lt;br&gt;(Presentation Papers) 8:00am to 8:20am</td>
<td>N201</td>
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<tr>
<td>Development of agreements between competing institutions can be difficult at best. Drs. Doellefeld and Kraus will share the process they used to develop an institutional agreement that brought a Ph.D. in Educational Administration to the Mid-Hudson Valley, and discuss the hurdles and red tape that they had to navigate.</td>
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<td>Steven Doellefeld, State University at Albany</td>
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<td>Co-Presenter(s): Kathleen Kraus</td>
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<td>Facilitator: Dean Dyer, Jefferson Community College</td>
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<tr>
<td><strong>Online Learning and The “New Elite”</strong>&lt;br&gt;(Presentation Papers) 8:25am to 8:45am</td>
<td>N201</td>
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<tr>
<td>Access to technology goes beyond dealing with disabilities. This is a discussion of some of the other access issues instructors need to consider when using technology in the learning environment.</td>
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<td>Bruce Hilyard, Genesee Community College</td>
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<tr>
<td>Co-Presenter(s): Mary Jane Heider</td>
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<tr>
<td>Facilitator: Dean Dyer Jefferson Community College</td>
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<tr>
<td><strong>Fragmentation and Integration in Higher Education</strong>&lt;br&gt;(Presentation Papers) 8:50am to 9:10am</td>
<td>N201</td>
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<tr>
<td>This paper will explore how these two opposing forces, central control opposed to individual control, have shaped current issues in instructional technology.</td>
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<td>Harry E. Pence, SUNY College at Oneonta</td>
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<tr>
<td>Facilitator: Dean Dyer, Jefferson Community College</td>
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<tr>
<td><strong>Online Audio 2001</strong>&lt;br&gt;(Presentation Papers) 8:00am to 9:15am</td>
<td>N203</td>
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<tr>
<td>An introduction to online audio/music formats and applications. Plus a demonstration on finding freely available audio clips online.</td>
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<td>Danny Kissane, SUNY College at Oneonta</td>
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<td>Facilitator: Robert Simon, SUNY College at Geneseo</td>
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</table>
Virtual Telemicroscopy for Telepathology and Distance Learning
(Presentation Papers) 8:00am to 8:20am
The virtual microscope uses software to enable the computer to mimic a light microscope. It can be useful of education and examination of undergraduate and post graduate students as well as pathologic consultation and diagnosis.
 Virginia Anderson, SUNY Health Science Center at Brooklyn
Co-Presenter(s): Jiang Gu, Andrew Nelson, Farifarifteh Rahmanou, Tadeusz Strzelecki
Facilitator: Rita Reagan Redko, SUNY College at Stony Brook

3D Modeling/Animation - Expanding the Horizons in Medical Education
(Presentation Papers) 8:25am to 8:45am
Discuss the development and implementation of a 3d model and animation to supplement the education of the Human Intestinal tract.
 Brian Schroeder, State University at Buffalo
Co-Presenter(s): Raymond Dannenhoffer
Facilitator: Rita Reagan Redko, SUNY College at Stony Brook

Designing a Computer Based Instructional Interface to Improve Teaching Effectiveness
(Presentation Papers) 8:50am to 9:10am
This presentation describes the evolution of a computer based instructional interface.
 Timothy Bleiler, State University at Buffalo
Co-Presenter(s): John R. Cotter, Brian Schroeder, Mark Schneggenburger
Facilitator: Rita Reagan Redko, SUNY College at Stony Brook

Course Management Systems (CMS) Evaluation
(Panel) 8:00am to 9:15am
This session will present a report on the course management system evaluation undertaken by the CMS Sub-committee.
 Peter Shea, Advanced Learning & Information Services
Co-Presenter(s): Lynn Usack, Paul Johnson, Martha Pedersen
Facilitator: Betty Spencer, Advanced Learning & Information Services

Technology in Education: Inclusion Through Innovation
(Panel) 8:00am to 9:15am
There is substantial evidence of the need for change in our education system. This panel will focus on the role of institutions of higher education in meeting the changing societal needs and how technology can be used in the fulfillment of that role.
 Gloria Bobbie, SUNY College at Plattsburgh
Co-Presenter(s): Janet Worthington, Betty Taylor
Facilitator: Susan Camp, SUNY College at Oswego

Using Speech Technology in Research and Clinical Education
(Panel) 8:00am to 9:15am
We will demonstrate the use of three different speech technologies used in speech pathology and linguistics: Kay Elemetrics Computerized Speech Lab, Kay Elemetrics Visipitch, and Tiger Electronics Dr.Speech Science. We will demonstrate how this technology has facilitated cooperative faculty-student projects that have advanced students’ skills and independence in clinical and research work.
 Nicholas Schiavetti, SUNY College at Geneseo
Co-Presenter(s): Dale Metz, Linda House, Thomas House, Zhiming Zhao
Facilitator: Michael Heiberger, SUNY College of Optometry
### Exemplary WebCT Courses

**Presentation Name:** Exemplary WebCT Courses  
**Format:** Panel  
**Time:** 9:30am to 10:45am  
**Location:** N201

A variety of web enhanced and online courses developed using the WebCT Course Management System will be demonstrated. Courses were specifically chosen to highlight the wide variety of implementation methods available to the instructor using WebCT.

- **Facilitator:** Jan Rogers, SUNY College at Morrisville
- **Co-Presenter(s):** Sean Fanelli, Lisa Bastiaans, Steve Beck, Shoel Cohen
- **Presenter:** Jack Ganson, Nassau Community College

### Developing Scalable Student and Faculty Support Infrastructures for Web-based Course Dissemination

**Presentation Name:** Developing Scalable Student and Faculty Support Infrastructures for Web-based Course Dissemination  
**Format:** Panel  
**Time:** 9:30am to 10:45am  
**Location:** N203

Our proposed presentation will address scalability and support issues that emerge as new paradigms of educational technology emerge. We will focus on both partially and fully asynchronous offerings and the “trial by fire” methods learned in supporting a rapidly burgeoning roster of web-based courses.

- **Facilitator:** John Thompson, SUNY College at Buffalo
- **Co-Presenter(s):** Belle Gironda, Steven Doellefeld
- **Presenter:** Thomas P. Mackey, State University at Albany

### Tales from Tech Support: Navigating the SLN Web Site So You Can Help Your Students Get to Class on Time

**Presentation Name:** Tales from Tech Support: Navigating the SLN Web Site So You Can Help Your Students Get to Class on Time  
**Format:** Panel  
**Time:** 9:30am to 10:45am  
**Location:** N204

This session will cover the technical issues related to participating in a course offered through the SUNY Learning Network. We will discuss and demonstrate.....

- Information available on the SLN web site for students, faculty, and academic coordinators
- The student password request process, Student Orientation, and access to course
- Faculty resources available within the Faculty Center and Faculty

- **Facilitator:** Ann Altmeyer, SUNY College at Brockport
- **Co-Presenter(s):** Doug Cohen, Lori Palmer, Caroline Manssino

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**Wednesday, May 30, 2001**

**Vendor Showcase**  
9:00am to 2:00pm College Union Building

**Breaks - 9:15am to 9:30am - Newton Hall and College Union**
Adirondack Roots Project  
(Presentation Papers) 9:30am to 10:05am  
Presentation showcasing the various projects of the Adirondack Roots Title III Grant.  
Jay Petrillo, SUNY College at Plattsburgh  
Facilitator: Lawrence Fuller, SUNY College at Oswego  

Tips on Preparing to Run a COCID  
(Presentation Papers) 10:10am to 10:45am  
The presenters will describe how to organize and run a COCID. From the planning committee development through funding initiatives to the completion of the final report will all be discussed.  
Donald R. Coscia, Suffolk Community College  
Co-Presenter(s): Paul R. Kramer  
Facilitator: Lawrence Fuller, SUNY College at Oswego  

Student Learning Portals: Beyond Departmental Web Pages  
(Presentation Papers) 9:30am to 10:45am  
SUNY Empire State College is developing a number of online learning resources and access gate ways designed to enrich the educational experience of students studying independently or at a distance.  
Carol Carnevale, SUNY Empire State College  
Co-Presenter(s): Craig Tunwall, Gary Strubel  
Facilitator: Harald Abrahamson, SUNY College at Cobleskill  

On-line Asynchonous Learning of Information Technology  
(Presentation Papers) 9:30am to 10:05am  
We have developed an on-line program in computer science. We have been offering this program since the fall semester of 1998.  
Khalid Siddiqui, SUNY College at Fredonia  
Co-Presenter(s): Junaid Zubairi  
Facilitator: Theresa Shepard, SUNY College at Buffalo  

Meta-Cognitive Considerations In Internet2 Design  
(Presentation Papers) 10:10am to 10:45am  
Exploring universal content delivery within an interactive multimedia articulation platform.  
Roi Frank, SUNY College at Oswego  
Co-Presenter(s): David Yampola  
Facilitator: Theresa A. Shepard, SUNY College at Buffalo  

Teaching Assessment Using New Technologies: Time-saver or Killer?  
(Presentation Paper) 9:30am to 10:05am  
This paper presentation will discuss the strategies used to incorporate and model the use of technology in teaching and conducting authentic assessment with pre-service teachers. The cost to faculty and issues of concern will be discussed.  
Kimberly Williams, SUNY College at Cortland  
Facilitator: Peggy Martin, SUNY College at Oswego
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<th>Presentation Name, Format, Rating, and Times</th>
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</table>
| **Inverse Power Law Statistics — Self-Organization in Educational Environment**  
*(Presentation Papers) 10:10am to 10:45am* | N213 |
| Inverse power law statistics in organizations point to underlying “self-organization” and suggest that planning should not be geared towards an “average” person or situation.  
Sam Samanta, Finger Lakes Community College  
Facilitator: Peggy Martin, SUNY College at Oswego |
| **Inside the Gray Box: Using Advanced Mathematical Software to Enhance the Academic Experience**  
*(Vendor Presentation) 9:30am to 10:45am* | N214 |
| Using advanced mathematical software to enhance the academic experience  
Tom Lee, Waterloo Maple Inc.  
Facilitator: Linda Prentiss, State University at Stony Brook |
| **Blackboard CourseInfo Fundamentals**  
*(Birds of a Feather) 9:30am to 10:45am* | HUNT Room |
| The author’s presentation of his experiences with the courseware known as Blackboard CourseInfo is followed by a group discussion of its strengths and weaknesses. Although the session is intended for those who have used Blackboard at least once, it may also be useful to instructors preparing to use the software for the first time.  
Paul French, SUNY College at Oneonta  
Facilitator: Kathleen Graves, Suffolk Community College |

**Open FACT Representatives**  
Meeting/Luncheon - Hunt Room - College Union  
11:15am to 12:30pm

**Lunch - 11:15am to 12:15pm - College Union Ballroom**

**Plenary Speaker - 12:30pm to 2:00pm**  
Roberto Bamberger - Wadsworth Auditorium

**Session Five (5) 2:30pm to 3:45pm**

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<th>Presentation Name, Format, Rating, and Times</th>
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| **Copyright and Fair Use for Educators in the New Information Age**  
*(Presentation Papers) 2:30pm to 3:10pm* | N201 |
| The basics of copyright law, fair use and recent and relevant copyright-related judicial opinions as relate to education and new media will be discussed. I will also review the implications of the Digital Millennium Copyright Act of 1998 and the groundbreaking 1996 Fair Use Guidelines for Educational Multimedia.  
Russell Kahn, SUNY Institute of Technology at Utica/Rome  
Facilitator: Dan Kissane, SUNY College at Oneonta |
| **“BAP! BAM! There Goes My Budget! The Impact of SUNY’s Performance Based Budgeting on Libraries and Computing Services**  
*(Presentation Papers) 3:15pm to 3:40pm* | N203 |
| Fiscal flexibility and new models for performance based budgeting in SUNY have a hidden impact on libraries and computing. Growing the FTE base also requires growing the budgets that pay bills per headcount or student FTE.  
Maryruth Glogowski, SUNY College at Buffalo  
Co-Presenter(s): Melissa Dabb, Randy Gadikian; Facilitator: Dan Kissane, SUNY College at Oneonta |
Wednesday, May 30, 2001

**Enhancing Your Online Course - a Technology Showcase**
*(Demonstration)* 2:30pm to 3:45pm  
N203

This presentation is for faculty teaching online who are looking to improve, enhance, or facilitate achieving their online instructional objectives with tools that work.

John Prusch, SUNY Learning Network  
Co-Presenter(s): Steven Mann, Rick Costanza, Rob Piorkowski, Alex Pickett  
Facilitator: Paul Johnson, NYS College of Ceramics at Alfred University

**C-4 Yourself: Distance Learning Mathematics Courses at Hudson Valley Community College: Creation, Composition, Communication and Collaboration**
*(Panel)* 2:30pm to 3:45pm  
N206

A panel of five faculty members from the Mathematics Department at Hudson Valley Community College will discuss the creation and delivery of nine web-based mathematics courses from Beginning Algebra through Calculus II. Creation, Composition and Communication will be discussed along with Collaboration among faculty and textbook publishers.

Ann Marie Murray, Hudson Valley Community College  
Co-Presenter(s): Diane Jasinski, Sue Kutryb, Cherie Pash-Corr, Linda Polhemus  
Facilitator: Reynolds Jones, SUNY Empire State College

**The Invisible Web: Finding “Hidden” Data On the Web**
*(Presentation Papers)* 2:30pm to 3:10pm  
N209

The purpose of this presentation is to explain the nature of that part of the Internet which is not indexed by standard search engines, and to demonstrate some basic techniques for locating the quality information that makes up this “invisible” portion of the web. This session is useful for teachers and librarians who wish to incorporate wiser and more effective use of the Internet into their instruction.

Kay Benjamin, SUNY College at Oneonta  
Co-Presenter(s): Nancy Cannon  
Facilitator: Sue Ann Brainard, SUNY College at Geneseo

**Web based Strategies for Improving the Evaluation of Research Materials**
*(Presentation Papers)* 3:20pm to 3:40pm  
N209

A web-based format has proved highly effective in promoting superior evaluation of research materials and processes through an emphasis on online discussions. My SLN course attempts to use a student’s personal and professional interests, a continual discussion of learning problems and solutions, and the merger of personal and public to strengthen student analytic abilities and achievements.

Mark Anderson, SUNY College at Brockport  
Facilitator: Sue Ann Brainard, SUNY College at Geneseo

**Angel: A New, Free Course Management System/Portal Based on OnCourse**
*(Demonstration)* 2:30pm to 3:45pm  
N212

This demonstration will focus on installation, configuration, and development of course content, primarily focusing on its use as a Course Management Package.

Craig Lending, SUNY College at Brockport  
Co-Presenter(s): David Mills  
Facilitator: F. Glenn McNitt, SUNY College at New Paltz

**How to Market Your SLN Courses: Marketing Strategies That Work!**
*(Panel)* 2:30pm to 3:45pm  
N213

How does SLN market courses? What should campuses or individual faculty do to market their own courses successfully? This panel discussion will provide an overview of SLN’s marketing initiatives past - present, examine student readiness issues related to online learning, and highlight and best practices of three successful SLN campuses: Herkimer County Community College, Monroe Community College, and Suffolk County Community College.

James Harris, SUNY Learning Network; Co-Presenter(s): Charlotte Downing, William Pelz, Donald R. Coscia - Facilitator: Bill Pelz, Herkimer County Community College
Introducing the Blackboard Partnership: Bringing Education Online
(Vendor) 2:30pm to 3:45pm  N214
An overview of Blackboard products and services will be presented by the vendor, and SUNY Cobleskill will speak about their experiences with implementing and utilizing the Blackboard platform.
Charles Brodsky, Blackboard Inc.
Co-Presenter(s): John Townsend
Facilitator: Subra Pendyala, SUNY College at Fredonia

Supporting SLN On Your Local Campus: The Monroe Model
(Birds of a Feather) 2:30pm to 3:45pm  HUNT Room
The MCC SLN Support Team will facilitate this highly interactive discussion of the issues and challenges that the participants encounter in the support of online courses. The goal will be to collaborate and share successful strategies to address these issues.
Terry Keys, Monroe Community College
Co-Presenter(s): Marie Fetzner, Randy Rezabek, Charlotte Downing, Julie Wash
Facilitator: Charlotte Downing, Monroe Community College

Digital Imaging - Using Photoshop Across the Curriculum
(Birds of a Feather) 2:30pm to 3:45pm  Brodie Art Gallery
The purpose of this informal Birds of a Feather session at CIT2001 is to survey the individual users of Photoshop in order to determine both how the Photoshop user uses Photoshop and the kind of information and training that would be helpful to the majority of faculty and staff at SUNY.
Michael Teres, SUNY College at Geneseo
Facilitator: Chris Grossman, Schenectady County Community College

Using the Multimedia Educational Resource for Learning and Online Teaching (MERLOT)  SH336
Peter Shea, SUNY Learning Network
Facilitator: Ann Altmeyer, SUNY College at Brockport

Streaming Media 2001 - A Media Odyssey  F202A
Tony Klejna, Daemen College

Using Blackboard Communication Tools  F213
Thom Slomka, Millard Fillmore College

Breaks - 3:45pm to 4:00pm - Newton Hall and College Union

Building a Consortium for Distance Learning: A Win-Win Model (Panel) 4:00pm to 5:15pm  N201
This session explores the strategic alliances formed by six SUNY institutions to deliver a RN-to-BS completion program by distance learning in rural, northern New York State. Three of the six institutions involved will share some of the history, the challenges, and future directions in making this a win-win situation, not only for the students but for the institutions.
Cheryl Marshall, SUNY College at Plattsburgh
Co-Presenter(s): Janet Worthington, Thomas Fuhr
Facilitator: Paul Reynolds, SUNY College at Buffalo
A Culture of Good Practice: Assessing and Assisting Institutions to Provide Sustainable Distance Learning Initiatives (Panel) 4:00pm to 5:15pm

The State Education Department’s Distance Higher Education Initiative is conducting Institutional Capability Reviews (ICRs) for those institutions of higher education that offer distance education programs. Learn how the process works, hear how Monroe Community College negotiated the ICR process, and get information on institutional readiness for your own Institutional Capability Review.

Kate Gulliver
Co-Presenter(s): Jeffrey Bartkovich, Marie Fetzner
Facilitator: Valarie Anastasi, Advanced Learning & Information Services

The Wireless Student In or Out of the Library
(Presentation Papers) 4:00pm to 5:15pm

This session looks at how one library adapted to wireless and other laptop users. It provides an overview of the college network and computing infrastructure, the IBM ThinkPad University program, and background information gleaned from surveys of the student body. New services are highlighted, including changes in library instruction.

Wilfred Drew, SUNY College at Morrisville
Co-Presenter(s): Angela Weiler
Facilitator: Mark Smith, NYS College of Ceramics at Alfred University

Peirce’s Existential Graphs: A Philosophy Courseware Development Team of Faculty and Students Presentation (Papers) 4:00pm to 4:20pm

Students in philosophy logic courses find Fitch format logic proofs dull. Almost 100 years ago, the American philosopher Peirce developed a graphical alternative: The problem is, How to implement it?

Dennis Higgins, SUNY College at Oneonta
Co-Presenter(s): Bram Van Heuveln
Facilitator: Elizabeth Sullivan, SUNY College at Farmingdale

Mathematics by WEB-based Distance Education: What Instructors Need
(Presentation Papers) 4:25pm to 4:45pm

The needs of distance education math instructors are not well met by the web-environments currently used. We conducted a qualitative study of the needs of professors teaching mathematics over the WEB to determine what tools are available to them, to what extent the tools meet their needs and what additional tools need to be developed.

Glenn Smith, State University at Stony Brook
Co-Presenter(s): David Ferguson, Janice Grackin
Facilitator: Elizabeth Sullivan, SUNY College at Farmingdale

Pedagogical Pitfalls with Graphing Technology
(Presentation Papers) 4:50pm to 5:10pm

Current graphing technology allows students to significantly alter the appearance of a graph by choosing both the dimensions of the viewing window and the scaling units. However, this capability requires pedagogical adjustments by the instructor since students often fail to understand the impact of their choices.

Sue McMillen, SUNY College at Buffalo
Facilitator: Elizabeth Sullivan, SUNY College at Farmingdale

Institutionalizing SLN on Your Campus: Overview and Updates for the SLN “Campus Academic Coordinator” Community (Presentation Papers) 4:00pm to 5:15pm

If you are coordinating the SLN program on your campus, or are interested in learning more about how to coordinate the program on your campus, this session is for you!

Alexandra Pickett, SUNY Learning Network
Co-Presenter(s): Tammy Mooney, Eric Fredericksen
Facilitator: Robert Knipe, Geneseo Community College
Web courses can extend SUNY’s reach to a wide variety of international students. Cross-cultural theory can help us optimize instructional design for students as different as Malaysians and Americans.

Emilie Gould, SUNY Empire State College
Co-Presenter(s): Norhayati Zakaria
Facilitator: Ray Guydosh, SUNY College at Plattsburgh

Jorge Luis Romeu, SUNY College at Cortland
Facilitator: Ray Guydosh, SUNY College at Plattsburgh

This paper is about increasing the effectiveness in instruction for students of mixed proficiencies by improving the quality of teacher-student interaction in and outside the classroom. It also has suggestions for the compatibility issue in authoring with Chinese and English language applications.

Ming Feng, State University at Buffalo
Co-Presenter(s): Xuehong Lu, Xiaohong Liu
Facilitator: Ray Guydosh, SUNY College at Plattsburgh

We will demonstrate video capture, editing, linking with PowerPoint and the burning of a CD. We will share suggestions for future projects.

Terence McGiver, SUNY College at Cobleskill
Co-Presenter(s): Harald Abrahamsen, Angelika Hoeher, Susan Zimmermann
Facilitator: Carol Berger, SUNY Institute of Technology at Utica/Rome

We will provide examples of student PowerPoint projects that incorporate the use of video images. We will summarize the experiences of students and faculty who participated in the projects.

Susan Zimmermann, SUNY College at Cobleskill
Co-Presenter(s): Angelika Hoeher, Terence McGiver, Harald Abrahamsen
Facilitator: Carol Berger, SUNY Institute of Technology at Utica/Rome

A case study of the integration of a publisher representative into the training

Kimberley D. Morse, Prentice Hall
Facilitator: Brian McDowell, SUNY College at Morrisville

A roundtable discussion on technology training and professional development programs geared toward faculty and instructional support staff.

Lisa Milewski, SUNY Training Center
Facilitator: Karen Volkman, SUNY College at Plattsburgh

Dinner - 5:30pm to 7:15pm - College Union Ballroom
Evening Entertainment
7:30pm to 9:00pm
College Union Ballroom

PANLOCO

PANLOCO, one of Western New York’s most versatile steel bands, was formed in 1995. Led by percussionist Ted Canning, Panloco explores the unique musical qualities of the steel drum from its traditional Caribbean roots to pop, jazz, classical, and world musics. Panloco performs widely in a variety of venues such as private parties, summer festivals and concert stages and also leads workshops and residencies in schools and colleges in New York, Ohio, and Pennsylvania.

TED CANNING
tenor steel drum, vocals, percussion

KAREN CANNING
cello steel drums, vocals, percussion

IAN GENDREAU
drums

GARY HOLT
bass

BILL YOUHASS
double tenor steel drums, percussion

GLENN MCCLURE
double second steel drums

TONY PADILLA
congas, percussion
CONFERENCES

PROGRAM

Room Location Key:
- SH - South Hall
- F - Fraser Hall
- N - Newton
- Hunt Room - College Union

Presentation Rating Key:
- G - General
- I - Introductory
- A - Advanced

Thursday

Thursday
## Full Breakfast
### Thursday, May 31, 2001
6:30am to 8:00am - College Union Building

## Workshops - 8:30am to 11:30am

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<th>Presentation Name, Format, Rating, and Times</th>
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| **CSS: Intermediate Style Sheets - Coding HTML with Style**  
  Maryann Stopha, SUNY College at Geneseo  
  Facilitator: Laura Cook, SUNY College at Geneseo | SH345 |

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<tr>
<th>Intermediate WebCT</th>
<th>SH138</th>
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| John R. Ganson, Nassau Community College  
  Facilitator: Brian McDowell, SUNY Morrisville |       |

## Session Seven (7) - 8:00am to 9:15am

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<th>Presentation Name, Format, Rating, and Times</th>
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**Encouraging Knowledge Application Practice Through Personalized Homework Assignments**  
(Presentation Papers) 8:00am to 8:20am  
To encourage practice in applying new knowledge and discourage mere copying of homework and exercises, the authors have developed a means of generating unique, personalized homework problem sets using MS-Word templates and MS-Excel spreadsheets.  
Ray Guydosh, SUNY College at Plattsburgh  
Co-Presenter(s): Karen Volkman  
Facilitator: Sylvia Chelala, SUNY Empire State College

(Presentation Papers) 8:25am to 8:45am  
Microsoft Word has been in use in higher education for years however, its true potential to enhance academic environment has not been totally realized. This paper explains the features that can be used in creative settings to meet academic challenges for everyday tasks.  
Faizan Haq, SUNY College at Buffalo  
Facilitator: Sylvia Chelala, SUNY Empire State College

**Technology-based Instruction in College Reading and Literacy Clinics**  
(Presentation Papers) 8:50am to 9:10am  
A qualitative research study was carried out aimed at examining the practices of graduate students engaged in planning and implementing technology-based instruction in a college reading/literacy clinic. Implications will be reported, and there will be time for discussion.  
Ernest Balajthy, SUNY College at Geneseo  
Facilitator: Sylvia Chelala, SUNY Empire State College

**Student Perception of the Use of Chat in an On-line Graduate Literacy Course**  
(Presentation Papers) 8:00am to 8:20am  
The results of a student perception survey about the use of the chat room for synchronous discussion in a Blackboard courseware environment will be presented. A list of recommendations for the effective use of the virtual classroom in an on-line course will be proposed and discussed.  
Hanfu Mi, SUNY College at Oneonta  
Facilitator: Emilie Gould, SUNY Empire State College
Pedagogical Soundness of Distance Learning in Addiction Studies  
(Presentation Papers) 8:25am to 8:45am  
This project is a reflection of the research conducted on distance education and design of web-based instruction that best insures successful delivery of responsible, interactive teaching in the addictions field, which promotes reliable learning with experiential dimensions.
Patricia Hirsch, Mohawk Valley Community College  
Facilitator: Emilie Gould, SUNY Empire State College

Creating a Student-Centered Learning Environment for Technology-Oriented Courses  
(Presentation Papers) 8:50am to 9:10am  
This presentation will explore how student supervisors and team leaders can be used to create a student-centered learning environment in a technology-oriented course. Specifically, this presentation examines how these student leaders, through formal teams, can provide peer, team leader and supervisor feedback with respect to software tutorials, laboratory assignments, and final projects as well as technology focused research papers.
Jack Cook, SUNY College at Geneseo  
Facilitator: Emilie Gould, SUNY Empire State College

SLN Course Showcase of Innovation: Show and Tell  
(Panel) 8:00am to 9:15am  
This presentation will highlight SLN best practices and innovation in online course design. Come and see how innovative SLN instructors create and deliver robust teaching and learning environments.
Rob Piorkowski, SUNY Learning Network  
Co-Presenter(s): Alexandra M. Pickett  
Facilitator: Mary Bryant, Onondaga Community College

Prototype Development of the Pharmaceutical Biotechnology Virtual Laboratory: Insights Gained from a Collaborative Venture  
(Presentation Papers) 8:00am to 8:40am  
We (University of Buffalo faculty, staff, students and Creative Approaches, Inc. of East Bloomfield, NY; http://www.caicbt.com) are developing a virtual, interactive laboratory software that enhances student decision-making cognitive skills in biotechnology drug development and research. Given differing organizational missions and philosophies, a successful collaborative partnership between academia and business organizations was forged. This presentation will offer insights gained from this mutually beneficial collaborative venture.
Kathleen M. K. Boje, State University at Buffalo  
Co-Presenter(s): Christine Sauciunac, Travis Piper  
Facilitator: Ron Sarner, SUNY Institute of Technology at Utica/Rome

An Asynchronous Internet Laboratory Course for Earth Science  
(Presentation Papers) 8:50am to 9:10am  
An asynchronous lab has been developed using the TopClass test formats with the addition of interactive applets, graphics and links. This technique may be used for other subjects.
Erwin Selleck, SUNY College of Technology at Canton  
Facilitator: Ron Sarner, SUNY Institute of Technology at Utica/Rome

SLN - Brockport's First Year Experience: The Instructors' Perspective  
(Panel) 9:00am to 9:15am  
SUNY Learning Network faculty from Brockport will share a full span of insights regarding teaching online courses.
Ann Altmeyer, SUNY College at Brockport  
Co-Presenter(s): Mark Anderson, Edward Downey, Susan Stites-Doe, Osman Yasar  
Facilitator: Carol Berger, SUNY Institute of Technology at Utica/Rome
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<tr>
<td>Providing Web Access to Language “Tapes”</td>
<td>N212</td>
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<tr>
<td>(Panel) 8:00am to 9:15am</td>
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<td>A report on a Pilot project exploring delivery of foreign language tapes via MP3 and Real formats.</td>
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<td>Peter Jorgensen, State University at Buffalo</td>
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<td>Co-Presenter(s): Maureen Jameson</td>
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<td>Facilitator: Sue Ann Brainard, SUNY College at Geneseo</td>
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<td>Results of the First Year's Implementation of the SUNY Brockport Computer Skills Examination</td>
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<td>(Panel) 8:00am to 9:15am</td>
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<tr>
<td>The results of our first full year of implementation of the Computer Skills Examination at SUNY Brockport will be presented. Several changes that will be incorporated as a result of our experience will be discussed, and future directions for more advanced exam modules will be examined.</td>
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<td>Craig Lending, SUNY College at Brockport</td>
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<td>Co-Presenter(s): P. Michael Fox, Edwina Billings</td>
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<td>Facilitator: Meredith Altman, Geneseen Community College</td>
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<td>Building Media Rich WebSites with Adobe GoLive and Premiere 6</td>
<td>N214</td>
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<tr>
<td>(Vendor) 8:00am to 9:15am</td>
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<td>Kiyo Toma, Adobe Systems</td>
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<td>Co-Presenter(s): Bob Long, Kevin McGrath</td>
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<td>Facilitator: Bidhan Chandra, SUNY Empire State College</td>
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<tr>
<td>The Best of MERLOT (Multimedia Educational Resource for Learning and Online Teaching)</td>
<td>HUNT Room</td>
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<tr>
<td>(Panel) 8:00am to 9:15am</td>
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<tr>
<td>A panel presentation of the best resources in the Multimedia Educational Resource for Learning and Online Teaching.</td>
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<td>Peter Shea, Advanced Learning &amp; Information Services</td>
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<td>Co-Presenter(s): William Pelz, Craig Lending, Carla Meskill, Eric Acree</td>
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<td>Facilitator: Jim Greenberg, SUNY College at Oneonta</td>
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<td><strong>Breaks - 9:15am to 9:45am - Newton Hall and College Union</strong></td>
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<tr>
<td><strong>Session Eight (8) - 9:45am to 11:00am</strong></td>
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<tr>
<td>Teaching with Multimedia and Wireless Technology: Education on the Edge</td>
<td>N201</td>
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<tr>
<td>(Panel) 9:45 am to 11:00am</td>
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<td>In this panel presentation, the four authors will discuss their experiences using multimedia and wireless technology in a set of educational methods courses for preservice teachers. These experiences illustrate how technology can be used as a force to help integrate the content of mathematics, science, and social studies.</td>
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<td>Andrea Lachance, SUNY College at Cortland</td>
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<td>Co-Presenter(s): Elizabeth Klein, Karl Klein, Timothy Slekar</td>
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<td>Facilitator: Mary Jo Orzech, SUNY College at Brockport</td>
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<tr>
<td>Teaching Artificial Intelligence Using Java Presentation</td>
<td>N206</td>
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<tr>
<td>(Papers) 9:45 am to 10:15am</td>
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<td>Suitability of Java as an AI programming language is explored. Sample AI programs demonstrated.</td>
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<td>Thambrahalli Rao, SUNY College at Brockport</td>
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<td>Facilitator: Andrew Hersh-Tudor, Clinton Community College</td>
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Java Applets, an Effective Tool for Teaching Mathematics
(Presentation Papers) 10:20am to 11:00am
N206
A number of Java applets dealing with different mathematical concepts will be demonstrated and their effective use in the curriculum will be discussed.
Isa Jubran, SUNY College at Cortland
Facilitator: Andrew Hersh-Tudor, Clinton Community College

Planning, Partnering, and Implementing Technology on Campus
(Panel) 9:45am to 11:00am
N209
This presentation will take the participants through a process of Strategic Planning and Visioning for campus technology and development. Participants will have the opportunity to try some of the latest technology being developed for education.
Randolph H. Manning, Suffolk Community College
Co-Presenter(s): Thomas Roslak, Peter DiGregorio
Facilitator: Don Coscia, Suffolk Community College

Video and Voice Based Surveys: A Discussion of Their Feasibility
(Presentation Papers) 9:45am to 10:15am
N212
Sharon Raimondi, State University at Buffalo
Co-Presenter(s): Logan Scott, Liang Zhao
Facilitator: Brian McDowell, SUNY College at Morrisville

Streaming Audio for Listening Labs
(Presentation Papers) 10:20am to 11:00am
N212
Explore how using streaming audio can change how listening labs can deliver content.
Kirk Anne, SUNY College at Geneseo
Facilitator: Brian McDowell, SUNY College at Morrisville

Visualizing Global Structural Behavior as a Guide for Learning Building Structures
(Presentation Papers) 9:45am to 10:05am
N213
The following explores the use of digital tools for enhancing the traditional methods of teaching structural behavior to architecture and introductory level engineering students. It is anticipated that by using high quality graphics, computer-generated models, and animation the effectiveness of the traditional methods used for teaching structures will increase significantly.
Shahin Vassigh, State University at Buffalo
Facilitator: Paul Kramer, SUNY College at Farmingdale

Statics and Strength of Materials: Analysis & Visualization
(Presentation Papers) 10:10am to 10:30am
N213
The presentation will explore the effectiveness of conceptual computer-generated models in enhancing the analytical methods used in teaching of statics and strength of materials.
Shahin Vassigh, State University at Buffalo
Facilitator: Paul Kramer, SUNY College at Farmingdale

Use of Spreadsheets and Simulation in the Teaching of Introductory Statistics
(Presentation Papers) 10:35am to 10:55am
N213
Use of electronic spreadsheets in probabilistic simulation and the teaching of statistics.
John Simon, SUNY College at Geneseo
Facilitator: Paul Kramer, SUNY College at Farmingdale

Macromedia Education Solutions
(Vendor Presentation) 9:45am to 11:00am
N214
Macromedia Education Solutions allow higher education faculty to focus on their strengths as educators rather than worry about learning the details of Web programming.
Richard Jenkins, Macromedia
Co-Presenter(s): Beth Batista
Facilitator: Dennis Anderson, Suffolk Community College
Designing Successful On-Line Courses
(Birds of a Feather) 9:45 am to 11:00am  HUNT Room
Good teaching requires the design and delivery of course materials in a way that will result in learning or measurable change. This does not change from seated classes to e-education but the method of design and delivery can be different.
Roscoe Hastings, Monroe Community College
Facilitator: John Kennedy, Hudson Valley Community College

Digital Firefighting and Curricular Carpentry: Support Models for the Campus-Based MID
(Panels) 9:45am to 11:00am  N203
The wide ranging diversity of content, pedagogy, and institutional structures throughout SUNY Learning Network campuses require campus-based Multimedia Instructional Designers (MIDs) to both extinguish a variety of ‘fires’ and build instructional frameworks for supporting the growing community of online faculty. Campus-based instructional designers work with their SLN faculty to develop well-designed web courses and in the process develop and support instructors to be effective in the online teaching and learning environment. This session will examine the role of the campus-based MID, explore varied models in place on campuses, and convey some best practices for efficacy of online faculty support.
Rick Constanza, SUNY Learning Network
Co-Presenter(s): Lisa Pirinelli, Randy Rezabek, William Pelz, Alexandra M. Pickett
Facilitator: Dean Dyer, Jefferson Community College

**Breaks - 11:00am to 11:15am - Newton Hall and College Union**

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**Session Nine (9) - 11:15am to 12:30pm**

Teaching Visual Perception With Macromedia Director 8
(Presentation Papers) 11:15am to 11:45am  N201
Macromedia Director 8 Shockwave Studio is used to create experiments and interactive classroom demonstrations in Human Visual Perception. We create powerful displays for demonstrations and research.
Paul Schulman, SUNY Institute of Tech at Utica/Rome
Co-Presenter(s): William Thistleton
Facilitator: Mary Jane Heider, Genesee Community College

Student and Faculty Satisfaction in the SUNY Learning Network
(Presentation Papers) 11:15am to 12:30pm  N203
This session will present results from the SUNY Learning Network Student and Faculty Satisfaction Surveys.
Peter Shea, Advanced Learning & Information Services
Co-Presenter(s): Alexandra Pickett, Eric Fredericksen
Facilitator: Terence McGiver, SUNY College at Cobleskill

Introductory Computing Skills for MST Students (Career Changers)
(Presentation Papers) 11:50am to 12:25pm  N206
A new MST program has been developed at Cortland. Since it allows entrance from students in many backgrounds, teaching them technology skills is a challenge.
Mary Ware, SUNY College at Cortland
Facilitator: Peggy Martin, SUNY College at Oswego
Thursday, May 31, 2001

Presentation Name, Format, Rating, and Times

Infusing Technology into the Pre Service Teacher’s Curriculum
(Poster) 11:15am to 11:45am

- Collaboration to infuse technology into the pre service teacher’s course of study.
- Timothy Schwob, SUNY College at Potsdam
- Facilitator: Peggy Martin, SUNY College at Oswego

Technology, Educational Quality and Workplace Issues Asking Questions and Finding Answers About Quality and Work (Panel) 11:15am to 12:30pm

- The UUP Technology in Higher Education Committee will present a panel and invite discussion on the use of technology in the workplace in support of educational quality and good working conditions.
- Janet Nepkie, SUNY College at Oneonta
- Co-Presenter(s): Henry Steck, Karen Volkman, Glenn McNitt, Virginia Anderson
- Facilitator: Patricia Conway Willie, Niagara County Community College

Asynchronous Learning: The Student Perspective
(Presentation Papers) 11:15am to 12:30pm

- Using the original Match Game format, we will look at how students viewed their asynchronous educational experience. Surveys from 23 online classes will provide the answers from when do students do their work to what assignments provided the best and worst learning experiences.
- Roscoe Hastings, Monroe Community College
- Facilitator: Ray Guydosh, SUNY College at Plattsburgh

Trying To Maintain Spontaneity in the Shift From Face-To-Face to Electronic Distance Learning: A Personal Account (Presentation Papers) 11:15am to 11:35am

- Paper examines challenges in making transition from face-to-face encounters with individual students to the asynchronous exchanges in electronic distance education. The paper also explores some of the pedagogical implications for developing critical thinking skills in students.
- Sylvain Nagler, SUNY Empire State College
- Facilitator: Hanfu Mi, SUNY College at Oneonta

Teaching One Course via Three Instructional Modalities: Lessons Learned and Strategies Used (Presentation Papers) 11:40am to 12:00pm

- Discussion will focus on the speaker’s experience of teaching one course via three different instructional modalities: On-line, interactive video and traditional campus-based. Learning outcomes, instructional tools, interactive strategies and student participation will be juxtaposed among the various modalities.
- Molly Mott, SUNY College of Technology at Canton
- Facilitator: Hanfu Mi, SUNY College at Oneonta

Selecting a Vendor for Technology-Based Solutions: Creating a Collaborative Venture (Vendor Presentation) 11:15am to 12:30pm

- The process of selecting a vendor to collaborate on your technology project can be a difficult one. This presentation will provide you with the tools and insight necessary for creating a successful partnership between the educational organization and technology vendor.
- Travis Piper, Creative Approaches, Inc
- Co-Presenter(s): Kathleen Boje
- Facilitator: John Olsavsky, SUNY College at Fredonia

Introduction to Computer Based Video Editing Using Final Cut Pro (Presentation Papers) 11:50am to 12:25pm

- Hands-on demonstration of non-linear video editing software to assemble various video clips. Assembled media could then be used for instructional support via the web or videotape.
- Chris Pruszynski, SUNY College at Geneseo
- Co-Presenter(s): Chris Leckinger
Ethical and Legal Issues Related to Emerging Technologies, New Environments and Evolving Faculty Roles
(Birds of a Feather) 11:15am to 12:30pm

This program is envisioned as a “Birds of a Feather” session to explore legal and ethical issues faced by contemporary faculty related to: Intellectual Property, Constitutional Rights, Unbundling of Faculty Roles, and Academic Freedom. Brief summaries by the facilitators will be followed by group discussion.

Susan Ross, SUNY College at Potsdam
Co-Presenter(s): Peter Brouwer, Scott Shewel
Facilitator: Angelika Hoeher, SUNY College at Cobleskill

Box Lunch to Go - 12:30pm
College Union Ballroom
Vendor Showcase

Advanced Learning & Information Services (ALIS)
SUNY Plaza, T-301
Albany, NY 12246
(518) 443-5389
Christine Haile, Associate Provost for Technology Services
http://www.alis.suny.edu

Academic Management Systems
19 Main St.
Watertown, MA 02472
(617) 926-0504
John Eisner, Director
jeisner@buffalo.edu

Adobe Systems, Inc.
Kevin McGrath
Education Business Development Manager
7 New England Executive Park Suite 400
Burlington, MA 01803
(781) 221-3612
kevinmcg@adobe.com
http://www.adobe.com/education/

Apple Computer
Karl DeSalvia
Account Executive
134 Kensington Pl.
Syracuse, NY 13210
(315) 425-8096
desalvia@apple.com
http://www.apple.com/education/

Blackboard Inc.
Charles Brodsky
1899 L. Street NW 5th Floor
Washington, DC 20036
(800) 424-9299
cbrodsky@blackboard.com
http://www.blackboard.com
Element K
Jeffrey Prevost
Education Account Manager
500 Canal View Blvd.
Rochester, NY 14623
(800) 456-4677
jeff_prevost@elementk.com
http://www.elementk.com

IBM Global Education
Dianne Kubiczek
60 Lakefront Blvd.
Buffalo, NY 14202
(716) 845-7255
ndsfmdck@us.ibm.com
http://www.ibm.com/

Elsevier Science
Theresa Danks
Account Manager
655 Avenue of the Americas
New York, NY 10010-5107
t.danks@elsevier.com
http://www.elsevier.com
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Macromedia
Beth Batista, Education Sales
Michael Boyd, Account Manager
600 Townsend
San Francisco, CA 94103
(415) 832-5305
beth@macromedia.com
http://www.macromedia.com/resources/education/

MindLeaders
Jennifer Rusinek, Senior Account Executive
851 W. 3rd Ave., Building 3
Columbus, OH 43212
(315) 682-1987 or (800) 223-3732
jrusinek@mindleaders.com
http://www.mindleaders.com
**Minitab, Inc.**

David McClelland
3081 Enterprise Drive
State College, PA 16801
(800) 448-3555 ext.243
dmcclelland@minitab.com
http://www.minitab.com

**NCS Learn**

Sally Shutts, Account Manager
152 Goodwives River Rd.
Darien, CT 06820
(203) 656-0900
sally_shutts@cccpp.com
http://www.ncslearn.com

**Palm, Inc.**

Norma Jean Loftus
Educational Development Manager
5470 Great America Parkway
Santa Clara, CA 95052
(408) 326-9000
norma.jean.loftus@corp.palm.com
http://www.palm.com/education

**Prometheus**

Matt Muller, Sales Representative
1922 F. Street NW
Washington, DC 22052
(866) 295-4107
mmuller@prometheus.com
http://www.prometheus.com

“Sponsor of CIT’s Prometheus Play Pen”

**SmartForce**

Richard Szymanski
Education Account Manager
900 Chesapeake Drive
Redwood City, CA 94063
(800) 817-5900 or (315) 451-7728
richard_szymanski@smartforce.com
http://www.smartforce.com
Vendor List

**Tequipment Incorporated**
Rob Sugarman, President
175 Ivy Street
Oyster Bay, NY 11771
(516) 922-3508
marketing@tequipment.com

**Waterloo Maple**
Kevin Boon,
Academic Sales
57 Erb St. West
Waterloo, ON N2L 6C2
1-800-267-6583 ext 292
kboon@maplesoft.com
http://www.maplesoft.com

**WebCT**
Suzanne Beaudoin
Eastern Region Sales Director
6 Kimball Lane, Suite 310
Lynnfield, MA 01940
(781) 309-1143
suzanne.beaudoin@webct.com
http://www.webct.com

**Xanedus**
Michael Milligan
Senior Consultant
300 North Zeeb Road
(734) 761-4700
mmilligan@xanedu.com
http://www.xanedu.com

**Xerox, The Document Company**
Rochelle Richardson
Document Solutions Executive
100 S. Clinton Ave. 8th Floor
Rochester, NY 14644
(716) 423-5796
Rochelle.Richardson@usa.xerox.com
http://www.xerox.com

“Sponsor of CIT’s Hospitality Suite”
Campus Map of SUNY College at Geneseo

1. President's House
2. CAS Campus House
3. Milne Library
4. Newton Lecture Hall
5. Greene Hall
6. Blake Hall
7. Erwin Hall
8. Bailey Hall
9. Roemer House
10. Sturges Hall
11. Fraser Hall
13. Welles Hall
14. Brodie Hall
15. South Hall
16. MacVittie College Union
17. Heating Plant
18. Alumni Fieldhouse
19. Schrader Building
20. Clark Service Building
21. Genesee Hall
22. Ontario Hall
23. Letchworth Dining Hall
24. Wyoming Hall
25. Allegany Hall
26. Erie Hall
27. Monroe Hall
28. Livingston Hall
29. Mary Jemison Dining Hall
30. Steuben Hall
31. Lauderdale Hall
32. Jones Hall
33. Niagara Hall
34. Nassau Hall
35. Red Jacket Dining Hall
36. Onondaga Hall
37. Suffolk Hall
CONFERENCE ABSTRACTS

The abstracts are listed in alphabetical order according to the last name of the presenter.
Altmeyer, Ann  
SUNY College at Brockport  
Mark Anderson  
Edward Downey  
Susan Stites-Doe  
Osman Yaser  

SLN - Brockport's First Year Experience: The Instructors' Perspective

As newcomers to the SLN Program, faculty from Brockport will share their insights regarding their first year of participation, explain what worked well and what didn’t, offer scenarios to avoid pitfalls, and make suggestions for others considering online course delivery.

Brockport offered five courses (during Fall 2000) in business, public administration, English/honors and computational science. Three courses were offered during Spring 2001 and included a mix of graduate and undergraduate courses.

Issues related to pedagogy, assessment, teacher recruitment, faculty development, faculty reward structures, program administration, and the incorporation of continuous evaluation processes will be discussed from both faculty and instructional-support perspectives.

Anderson, Virginia  
SUNY Health Science Center at Brooklyn  
Gu Jiang  
Nelson Andrew  
Rahmanou Fariifarifteh  
Tadeusz Strzelecki  

Virtual Telemicroscopy for Telepathology and Distance Learning

We have developed a computer system that can perform the function of telepathology and distance learning. This system can prepare, store/retrieve, enlarge, manipulate, and measure morphological and pathological images via the Internet or Intranet. The system consists of a computer, a light microscope, a high-resolution glass slide scanner, a microscope digital camera and the software. The cost of the entire system is much cheaper than that of any of the existing systems on the market.

When using the system, the glass slide with tissue samples were scanned into digital images in their entirety at a resolution of up to 4000 x 4000 pixels. Selected areas of the specimens were then captured with a microscopic digital camera at different magnifications. The collection of images from each slide was then prepared into a virtual slide with the software. Each scanned image can be linked up to 20 higher power images. Twenty such virtual slides can be stored and retrieved in a virtual slide tray. Users at the receiving end can then retrieve the slide tray by entering the IP address of the remote computer hosting the virtual slides. After the slide tray is displayed on the receiving screen, the users can view any slide by clicking on it. The entire scanned high-resolution image of the slide will be displayed on the screen. The users can then enlarge the images using a magnifying glass effect or a microscopic effect. The enlargement can reach an equivalent of about 200 x of a light microscope. The users can also view logically arranged and linked regional images for a close examination of the digital microscopic images at much higher magnifications.

The entire process closely mimics the operation of a light microscope. The system is easy to learn and operate and does not require expensive equipment or setups. This system has been used in medical student education and exams. The students were able to retrieve and view virtual microscopic slides via the Internet. The testing scores obtained with this approach were comparable to those with traditional means using a real microscope or with a live TV connection. Preliminary tests with clinical cases received positive feedback from participating pathologists. This system provides an affordable and easy to use system for pathologists and students in their morphological study and clinical practice.

Anderson, Mark  
SUNY College at Brockport  

Webased Strategies for Improving the Evaluation of Research Materials

A Web-based format has proved highly effective in promoting superior evaluation of research materials and processes through an emphasis on online discussions. My SLN course attempts to use a student's personal and professional
interests, a continual discussion of learning problems and solutions, and the merger of personal and public to
strengthen student analytic abilities and achievements.

My HON395 Internet Research is an introduction to research methodology for students preparing to do a Senior
Honors Thesis or an advanced research project. For the first three years in which the course was offered, I used a
listserv to create a virtual classroom for the course. Since Fall 2000 the course has been taught through SLN. The
primary emphasis of my course is on evaluation of research materials, and the new web-based format has proved
most effective in promoting superior evaluation through group discussions of individual student work at every stage of
the course.

In the first place, assignments are arranged to move from personal student passions to professional concerns. Stu-
dents begin by evaluating an Internet review of music they like, discussing the music liked by other students, then
moving on to evaluating search engines and library websites inside and outside of SUNY, and finally to constructing an
annotated bibliography of Internet resources in the specific area they plan to focus on in their research project or
thesis.

Secondly, students discuss the problems and solutions they have found in their research activities, and respond to
those of other students. Despite the diversity of their majors and interests, students become teachers. The more
sophisticated help the newbies. Open-ended assignments permit the constant introduction of up-to-date information,
resources, and strategies discovered by the class; and online relationships support the class through the many frustra-
tions of research.

Thirdly, the breaking down of boundaries made possible by Web-based discussions—wherein the individual and group
activities merge, where students receive multiple responses for each assignment—promotes ongoing self-evaluation
as a natural part of the learning process. Because most assignments are not only shared, but commented on by
others, students get a clear sense of the quality of their own work, see models of high achievement, and get sugges-
tions for improvement. They become better evaluators.

The completion of the annotated bibliography does not end the evaluation process. The personal is transformed into
the public: the bibliographies are uploaded into the college website where they becomes guides for others interested in
these subjects and continue to be evaluated by their users after the end of the course. Finally, the Web-based course
evaluation developed for the course combines an evaluation of the course and its strategies with students’ evaluation
of their own progress in and contribution to learning.

Anne, Kirk
SUNY College at Geneseo
Streaming Audio for Listening Labs

With the advent of residential networks and fast Internet access off campus, it is easier than ever to use streaming
audio to deliver content for a listening lab. For the past two years, we have been converting foreign language tapes
and CDs for broadcast via a streaming audio server. Gone are the days of recording over old used tapes, losing the
master recordings and having to reserve space for tapes, tape recorders and listening stations. With a streaming
audio server, you can deliver digital broadcast quality audio to anybody in the world who has a computer connected to
the Internet 24 hours a day, 7 days a week.

This presentation will talk about how we converted our tapes and CDs for a streaming audio server and some of the
problems that came up. We will also talk about various streaming audio technologies and how to set up a streaming
audio server.

Balajthy Ernest
SUNY College at Geneseo
Technology-based Instruction in College Reading and Literacy Clinics

Graduate students studying to become reading specialists tutored struggling readers in one-on-one tutorial sessions
90 minutes a day, four days a week, for five weeks in a university literacy clinic. The clinicians were required to make
significant use of technology in their instruction. Their planning and work with technology was evaluated by observa-
tions and by use of post-clinic questionnaires. Among the conclusions reached were: 1) Clinicians’ instructional
objectives were more vague when using computers than when using traditional methods; 2) Clinicians technological
competence and willingness to use computers were sufficient, given availability of resource personnel; 3) The time
demands for both evaluating software and for planning systematic instructional time are very significant; 4) Computers are powerful motivational devices for some students.

In addition to a report on purpose, design and results of this research, the presentation will include a discussion of the implications of the findings for college and university instructors who include significant use of technology in reading/literacy clinical settings. The presentation will conclude with time for questions.

Balajthy, Ernest
SUNY College at Geneseo
Technology-based Instruction in College Reading and Literacy Clinics

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Barone, Robert
SUNY College at Buffalo
Multimedia Web Site Design Using Flash With Application To Distance Learning

Macromedia Flash is a vector graphic based software technology that can deliver multimedia content rapidly over the Internet. Human beings are multimedia communicators. The more senses that can take part in a communication or learning process the more effective and efficient the message will be. The lack of stimulus to any sense decreases effectiveness or at least some interest. As more and more technologies migrate to the Web, multimedia will be called upon to enhance and convey information. This Flash presentation compares and contrasts vector and raster graphics as well as Web-based and CD-based platforms.

As an application to distance learning, a small prototype web site will be available. In particular, one of the most common and universal academic arenas in which distance learning is being used is computer literacy. One of the current challenges in computer literacy is educating our elderly citizens. The elderly represent a large segment of our society. The impact of computers over the last twenty years has alienated and disenfranchised a large portion of this group.

Current curriculums of computer literacy are geared toward the commercial office environment. The purpose of this Website is to provide computer literacy that will be more beneficial to an elderly person who needs computer skills primarily for use in her home as well as in society. This is pertinent because many traditional social needs are migrating to the Web. Online banking, purchasing of goods, and obtaining health care information has left many of our elderly in the dark. This site is not intended to promote the use of the Internet for these purposes but rather to indoctrinate these people into the possibilities and to provide an understanding of the potential impact that this tool has had on their lives and the lives of their children and grandchildren.

The computer-literate geriatric should be able to meet and make friends online and be able to communicate with his family members about Internet issues. The site will provide the lonely elderly person with an outlet that can improve their quality of life. For the elderly person who has family and grandchildren, this will provide the savvy necessary to impart their wisdom and values to their grandchildren in an arena that is highly uncontrolled.
Benjamin, Kay  
SUNY College at Oneonta  
Nancy Cannon  
The Invisible Web: Finding “Hidden” Data On the Web

Much of the best and most substantial information on the World Wide Web is “invisible” to standard search engines and will not appear in the results list in a search in Google or AltaVista. Consequently both faculty and students are under-using the content of the Internet to an enormous degree, especially considering the invisible web is estimated to be 500 times larger than the “visible” web.

Invisible web information is generally stored in databases, each with its own search engine. Examples of the types of information found in “invisible” databases include full text documents (such as primary documents, reports, research studies, and scholarly journal articles), images, videos, audio files, statistics, periodical indexes, patents, product catalogs, dictionaries, phone numbers, and addresses. Often the content of these databases is generated by reputable bodies such as government agencies, colleges and universities, and other non-profit organizations. In many cases there is no charge to access the information, information which may correspond to data previously published only in expensive print volumes.

The purpose of this demonstration is to explain the concept of the invisible web and to show the best techniques for locating deeper content on the web. Attendees will discover directories of specialized databases, and will learn some tricks for using a standard search engine to look for databases. These techniques can be incorporated into courses in which the web is considered an appropriate source of data and information. Some particularly rich examples of invisible web content will be shown during the session.

Bleiler, Timothy  
State University at Buffalo  
John R.Cotter  
Brian Schroeder  
Mark Schneggenburger  
Designing a Computer Based Instructional Interface to Improve Teaching Effectiveness

In a previous presentation (Bleiler et al., CIT 2000), two computer-based teaching methods for a histology class were described and compared. Method A was a student paced interactive presentation/tutorial. Method B was a hypermedia environment designed to improve the student’s depth of understanding and retention of information. Three general limitations of method B were identified. Students had difficulty adjusting their learning strategies to take advantage of the different teaching strategy used in method B. Specifically, although the histology content of the lesson was highly structured and limited in scope, the hypertext nature of the environment disoriented students. Also, because of the nonlinear organization of the topics, students had difficulty determining when they were “finished” with the lesson. Finally, some aspects of the screen layout in method B confused students.

In response to the limitations of method B, a new interface has been designed and tested (method C). The organization of topics for all methods was hierarchical. In method B, students could only see a subset of all the topics in the lesson. In method C, a complete outline view is available to help alleviate the disorientation observed when students used method B. The screen layout for studying a topic in method B placed descriptive text on the left of the screen and an image on the right, with popup menus for changing the text sections and image examples. For each topic, there were general text sections and text sections associated only with each specific image example. Students were confused by changes in the text section when images were changed. For method C, an additional text field was created under the image. In method B, students have limited information regarding the topic they are currently studying and its relationship to other topics. Method C includes a popup outline of all the topics accessible at all times. To help students determine if they have completed the lesson an intelligent test generator and topic access monitor were added to method C.

Results of student surveys showed that the design changes were helpful, but that additional improvements should be made. A proposed fourth interface will be described that addresses problems with method C.

This presentation highlights the importance of continuous evaluation and how subtle design changes have profound impact on the effectiveness of computer-based instruction.
Each person’s map of the world is as unique as that person’s thumbprint. There are no two people alike. No two people who understand the same sentence the same way. So in dealing with people, you try not to fit them to your concept of what they should be. - Milton Erickson

There is substantial evidence of the need for change in education. The rise in the number of families opting for home schooling, the increase in the percentage of teens leaving school to complete a GED and other factors indicate that our education system needs an overhaul. Changing Mainstream Education, by The National Coalition of Educational Equity Advocates, states that our schools provide excellence for the top 20%, mediocrity for the next 40% and miserable failure for the lowest 40%. Our inequitable education system creates two groups: those in the mainstream and those in the periphery. Those in the periphery usually have less equitable access to quality education and have many barriers to overcome.

The three panelists will discuss three key areas in which innovative uses of technology in education can help to overcome these obstacles. The first area—the use of technology in community education—will address the reasons that the educational needs of the community itself must be met. The second area will be innovative uses of technology in the educational institutions to create the inclusion of peripheral students. The third area will address the way innovative technology use can meet the growing community demand and need for lifelong learning in our adult populations.

All panelists will focus on the role of institutions of higher education in meeting the changing societal needs and how technology can be used in the fulfillment of that role.

Boje, Kathleen M. K.
State University at Buffalo
Christine Sauciunac
Travis Piper
Prototype Development of the Pharmaceutical Biotechnology Virtual Laboratory: Insights Gained from a Collaborative Venture

Our objective is to develop a virtual, interactive laboratory software that enhances student decision-making cognitive skills in the area of biotechnology drug development and research. Critical to the project’s success is the collaboration of faculty content experts, professional staff instructional technology specialists, instructional designers, graphic artists, multi-media programmers and student end-users. A partnership was forged among University of Buffalo faculty, staff, students and an experienced multi-media software development firm, Creative Approaches, Inc. of East Bloomfield, NY. (http://www.caicbt.com).

Background: The virtual laboratory will illustrate principles of pharmaceutical biotechnology. Each module will present an experimental biotechnology problem that must be solved by the scientific method decision-making process. The final product — an interactive, web-based computer application — will be of interest to a wide student audience in these fields: pharmacy, pharmaceutical science, biomedical science, biology and chemistry.

Methods: The formative stages of the project required proposal submission to a funding agency, identification of collaborators and vendors, and establishment of a consultant’s contract with Creative Approaches, Inc. The next phase was a project planning process that involved an initial “on-site” meeting between members of UB and Creative Approaches, followed by communications via telephone conferencing and e-mail. The group embarked on prototype module development for exploration of project feasibility and development of the software’s “shape and form”. The prototype development process involved (a) software-authoring tool selection (b) mock-up layouts of content screens (c) educational content creation (d) storyboard development (e) artwork, animation and programming.

Results: Given the different philosophical orientations of an academic institution and a business enterprise, we encountered several illuminating insights during the formative stages of the project. A strong, working partnership was established from the onset. A draft prototype of one module with an introductory animated splash screen was created. Student usability testing provided valuable feedback, resulting in pedagogical and student-user “ease of use” modifica-
Implications: Given differing organizational missions and philosophies, successful collaborative partnerships between academia and business organizations are possible. This collaborative venture between academia and a business organization has been highly mutually beneficial in working towards a shared goal. The innovation and uniqueness of this project derives from its educational content and software design. The virtual lab software will be readily incorporated into web-based course management tools for distributed learning.

(This project, we must note, is funded in part by The Procter & Gamble Curriculum Development Grant.)

Brehm, Lawrence
SUNY College at Potsdam
The Motion of Objects Made Easy

Few users of spreadsheets appreciate the full computational power available in typical spreadsheet programs (e.g., Excel). Indeed, it is likely that many of the simple arithmetic capabilities of such programs are not frequently used.

Students in introductory physics courses are taught the principles of motion of objects responding to the influence of one or more forces. The mathematical description of such motion is usually in the form of a differential equation. Solving such equations is usually beyond the ability of students at this level and so usually only the simplest cases are considered. There are a number of motion situations that the student can easily visualize but which are beyond their ability to solve, at least by solving the differential equation of motion.

Euler’s Method is a well-established procedure for delivering solutions to these types of differential equations. The results are not in “closed form” (i.e., in the form of a formulaic expression) but rather consist of tables of numerical values giving the position and the velocity of the object, i.e., its motion, for as long a span of time as one wishes to calculate. The rationale behind each of the steps of the method is well within the grasp of the student at this level.

The advantage to the students in solving these equations with a spreadsheet as opposed to another symbolic computation program is that, in working out and representing all of the incremental computational steps, they are constructing for themselves all of the necessary steps of the process. How it works is explicitly represented in the sequence of steps of the process. Nothing is done for them except the arithmetic. Furthermore, they come to see how differential equations that are too difficult for even the experts to solve in closed form are handled.

I will show examples of problems solved by this method. Using a plotting routine (and—being a product of a federally funded educational development program at Dickinson College—available to all free off the Web), graphs of the motion variables can be made quickly and easily. By changing the input values for either the forces or the object, the student can study easily visualize cause object properties and the forces acting upon it and effect (resulting object motion).

Brodsky, Charles
Blackboard Inc.
Introducing the Blackboard Partnership: Bringing Education Online

John Townsend will present an informative overview of SUNY Cobleskill’s implementation of online teaching and learning technologies utilizing the Blackboard platform. His presentation will focus on understanding the goals and implementing technology to achieve them.

Charles Brodsky will present an overview of Blackboard’s course management, portal and integration capability. The focus and emphasis will be on the deliverables and solution sets available utilizing Blackboard’s e-Education operating system.

Camp, Susan
SUNY College at Oswego
Margaret Hill Martin
We’ve Created a Monster

As we have shifted our professional education core in Vocational Teacher Preparation from video conferencing, to
offering 5/6ths of the core online, the lives of our students, our faculty and our administrators have changed. Three of the four core classes have been closed out with full enrollments. Students are clamoring for more courses at more frequent intervals.

The Faculty Shift.
Faculty tend to teach more at home. They stay home later in the morning or go home earlier in the evening in order to get online to teach. Office hours are partly online, giving less time to the live walk-in student. Committee work receives less attention and collaboration among colleagues may be suffering.

The Student Shift.
Students tend to spend more time with their families during normal family hours and get online when children and spouses have gone to bed or work. Students expect that an online class won’t be closed and they can register at the last minute and expect a “seat”. Students also believe that they can take any on-line course no matter what the prerequisites. “Since the course is available, I must be able to enroll.”

The Administrator Shift.
Administrators used to schedule courses on a cycle, and expect students to start and follow through with the cycle of courses. Now administrators must analyze and plan for a much larger picture. Online courses, live courses in 11 different locations in New York State, and students seeking both certification and a degree all add to the complexity of planning offerings.

The Monster
The monster is a growing on-line student population, with no live (or perceived live) ties to SUNY Oswego. We no longer have a live student cohort of on-campus students that come to Oswego, proceed together through the program and form relationships for their professional careers. Can this monster continue to grow, to take over New York, the military (that is in our plans), and even the nation?

This presentation will outline the challenges of a developing monster, the proportions of which we do not know, nor can we predict. Our thoughts about the plans for next year’s offerings will be presented and the questions that we must ask as we hire adjuncts, request full-time lines and recruit students will be discussed. In addition, we will consider what this monster means to our own professional development. Questions and answers to help us shape our monster will be welcomed and encouraged.

Carnevale, Carol
SUNY Empire State College
Craig Tunwall
Gary Strubel

Student Learning Portals: Beyond Departmental Web Pages

Since 1971, SUNY Empire State College has provided individualized learning opportunities for adult learners primarily from New York State. The typical student is over 35, working full-time, and has a family. The college operates from more than 40 remote locations across the state. Our primary modes of delivery are independent study with a faculty member, small study groups, and distance learning courses offered both in print and over the Web.

Because of the distributed nature of the college and the fact that many students are distance learners, the mechanism for disseminating learning resources and information across the college often proves problematic. Thus, there is an explicit need to centralize the resources necessary to support students to study at Empire State College, but without centralizing the academic process and jeopardizing the pedagogical elements of the independent study.

Solutions: Empire State College is developing a number of online learning resources and access gateways designed to enrich the educational experience of students studying independently or at a distance.

1. Student Learning Portals provide access to targeted learning resources, organized by the individual Areas of Study (broad curricular areas such as business, community and human services, human development, etc.). These portals provide access to targeted resources necessary to develop an individualized degree plan as well as specialized resources located externally or developed internally by faculty using templates.

2. Among many online learning resources being made available to students is Mike’s Bikes, an Internet-based busi-
ness simulation program available through McGraw-Hill. We’re currently piloting this resource with a cohort of faculty and students. We are envisioning making this available in two ways: as part of a capstone course for students in business, or as a credit-bearing distance learning study.

Outcome: We are currently evaluating the successes and shortcomings of our pilot projects. In particular, we are planning an outcome study focusing on the students and faculty who participated in the Mike’s Bikes pilot program. Areas that need additional refinement include our mechanisms for student and faculty evaluation (for both use and usage of resources) as well as increasing the involvement of the faculty, for both the selection and maintenance of shared resources.

Costanza, Rick
SUNY Learning Network
Lisa Pirinelli
Randy Rezabek
William Pelz
Alexandra Pickett
Digital Firefighting and Curricular Carpentry: Support Models for the Campus-Based MID ?fires? and build instructional frameworks for supporting the growing community of online faculty.

Campus-based instructional designers work with their SLN faculty to develop well-designed web courses and in the process develop and support instructors to be effective in the online teaching and learning environment. This session will examine the role of the campus-based MID, explore varied models in place on campuses, and convey some best practices for efficacy of online faculty support.

Cook, Jack
SUNY College at Geneseo
Creating a Student-Centered Learning Environment for Technology-Oriented Courses

Research shows that a student’s peer group is the single most potent source of influence on growth and development during the undergraduate years. Cooperative learning that stresses active participation provides students with a method of acquiring people or process skills while learning the content of their field of study. Cooperative learning is premised on the idea that by structuring learning outcomes and experiences to promote interaction, student learning improves. In the field of information systems, in addition to traditional content such as software skills, other skills are just as important. These skills include interpersonal communication, group dynamics, team building, change management, and practical leadership skills. How do students learn these skills? They develop them through practice while learning course content.

Although technical skills are important, such skills in and of themselves are of little value if the person lacks process or people skills. Cooperative learning is the vehicle through which my students practice these skills. Cooperative, which is sometimes referred to as collaborative, learning promotes higher student achievement, more positive interpersonal relationships and higher self-esteem than traditional teaching methods. Cooperative learning is more than just putting students in groups. This pedagogical model requires that students take responsibility for not only their own learning, but the learning of others. This paradigm moves the educational process from a teacher-centered to a student-centered learning process.

This presentation will explore how student supervisors and team leaders can be used to create a student-centered learning environment in a technology-oriented course. Specifically, this presentation examines how these student leaders, through formal teams, can provide peer, team leader and supervisor feedback with respect to software tutorials, laboratory assignments, and final projects as well as technology focused research papers. The technology taught in the course is an integral component to successfully creating a student-centered learning environment. Hence, in addition to discussing how student supervisors and team leaders are hired, organized, motivated and evaluated, this presentation will explore how the course content allows students to take greater responsibility for not only their learning but the learning of those on their team as well.
Cook, George  
Apple Computer, Inc  
Karl DeSalvia  
Desktop Movies in Education

Desktop movies are a powerful way to capture students’ enthusiasm for learning, energize teaching, and expand the education community. With iMovie software and a digital camcorder, making desktop movies is amazingly simple. Apple will demonstrate the ease of using Desktop movies to enhance and record lectures, create student projects to enrich learning, and demonstrate best practices.

The session will include movie-making tips and examples from colleges that are enhancing teaching with desktop movies.

Coscia, Donald R.  
Suffolk Community College  
Paul R.Kramer  
Tips on Preparing to Run a COCID

For those of you who are interested in hosting a one- to two-day technology based conference, for example a Conference on Computing in the Disciplines COCID), this presentation is intended to describe the fundamentals of organizing this event. COCID has been a long-standing SUNY FACT program. FACT now provides COCID support for a multi-disciplinary conference as well as one specific to a discipline.

The presenters will describe the constituents that are necessary to form a planning committee. The requirement of partnering with local technology sectors will be addressed. Funding that is absolutely necessary to support the conference will be discussed. Advertising plans will be described which would attract a large number of conference participants. Keynote speaker solicitation strategy and balancing the various breakout-speaker sessions will be explained. The development of a conference brochure and pre- as well as post-conference materials will be described. Finally, the composition of the final report that is necessary to describe the activities of the conference will also be discussed. This session will allow for questions and answers that would assist the participants in focusing on their ideas which they might help them to develop a future COCID. Both session presenters have been project directors in the organizing local technology conferences, most recently at Suffolk County Community College (Long Island, NY).

Das, Biman  
SUNY College at Potsdam  
Teaching Einstein’s Relativity Using Academic Software and Other Instructional Tools

The physics department at the State University of New York College at Potsdam offers a two-credit Einstein’s Relativity undergraduate course for physics majors, 3-2 dual-degree engineering majors, and other interested students with appropriate physics background. Since special relativity deals with situations when objects move at a speed close to the speed of light it is difficult to set up simple experiments in a physics laboratory to demonstrate relativistic effects. As a result in a traditional relativity course many students find the concepts of the theory of relativity to be abstract.

To make the course more interactively interesting to the students, and to make the effects of relativity visible so that the knowledge they obtain from the course stays with them after they graduate, currently the course has been upgraded to use academic software from Physics Academic Software, academic videos, and other tools. This is a project that is funded by the Curriculum Development Grant Committee (SUNY Potsdam). The software, which is a collection of computer-graphics utility programs, simulates different effects of relativity such as time dilation, length contraction, a trip to Alpha Centauri (nearest star), twin paradox, relativistic Doppler effect, relativistic addition of velocities, space-time diagrams and several others. Students can change different parameters and simulate these effects. Simulations help the students to understand the concepts and clear up any misconceptions they may have from the lectures. Students also use another relativistic collision computer-graphics utility program from Physics Academic Software to develop an intuition for relativistic particle interactions.

Using this software, students analyze collisions, creations, transformations, decays and annihilation of particles moving in one or two spatial dimensions. Students also solve computer exercises and take-home projects. All of these make the effects of relativity visible to the students in the classroom and create their interest in the subject. Academic videos also demonstrate different relativistic effects and applications of special relativity in nuclear physics.
The course also focuses different aspects of relativity making it more interdisciplinary than a traditional relativity course. Students read original articles on special relativity published in the American Journal of Physics and make presentations in the class. In the course, students learn through their hands-on computerized activities, lecture and discussion, active participation, peers instruction and students’ presentations and problems solving.

Use of the software, development of the course and students’ reactions will be presented in this session.

Diaz-Martin, Portia  
University at Buffalo  
Basil Martin  
The Role of Librarians in Teaching Information Literacy to the First Year Experience Students

Despite the advancements technology has made for students to access the information highway, evidence shows that university students are still far from being information literate. Studies show that students do not have the necessary skills to select quality sources of information. A majority of those students who are required to write a research paper do not understand the structure or purpose of different sources of information, and cannot critically evaluate the information they retrieve. These concerns are even more pressing now because of the amount of information that students are able to access rapidly and easily. At the same time, studies have shown that students have great difficulty using even a small proportion of the citations they retrieve.

What are librarians doing with respect to the development of information literacy programs for the first year students? For many academic libraries this is still an issue that has to be addressed. For those libraries addressing the issue, the challenge is in providing an effective bibliographic instruction program. However, traditional bibliographic instruction cannot capture the interest of students from the click-mouse generation. To respond to this, many libraries have created Web-based tutorials to reach students. Universities that see an even greater need for students to be information literate have implemented one-credit elective courses.

Regardless of what stage your library is at with the implementation of an information literacy program, a key factor to a successful program always lies in faculty awareness of, and support for, an information literacy program. Convincing faculty of the significance of introducing their students to the library is a battle librarians wage everyday. Librarians still have not sold faculty on the idea that solid information literacy skills are desirable across all disciplines. It will be up to librarians to develop a fundamental information literacy program for the first year students. A required three-credit course must be developed and supported university wide. Librarians must be at the fore in teaching these courses, and library schools must provide the necessary curriculum to equip future librarians with the teaching skills needed to teach information literacy to first year students.

Doellefeld, Steven  
State University at Albany  
Kathleen Kraus  
Success Revisited! The keys to Developing Effective and Mutually Beneficial Institutional Agreements.

Through a PowerPoint presentation, Drs. Doellefeld and Kraus will address the following issues with relation to the agreement that their institutions reached:

Rationale  
Sowing the seeds of support  
Development of the agreement  
Recruitment of students  
Advantages and disadvantages of cohort based programs  
Lessons learned  
Opportunities for similar agreements at other institutions.
Drew, Wilfred  
SUNY College at Morrisville  
Angela Weiler  
The Wireless Student In or Out of the Library: How the Morrisville College Library Adapted to Wireless and other Laptop Users.

Who we are: the College  
College Vision  
Who We Are: The Students  
The Laptop Program  
Network and Computing Infrastructure  
Who We Are: The Library  
Library Services: old and new  
Information Literacy  
Conclusions & The Future

Eimer, Marianne  
SUNY College at Fredonia  
Kathleen Loomis  
Interactive Information Literacy in an Academic Library

Supporting student's research needs in today's online environment is a challenge to reference librarians in today's academic libraries. Providing library instruction to off-campus patrons is particularly a challenge. Reed Library, SUNY College at Fredonia faced a universal challenge of reference departments, that of being understaffed and overcommitted. Needing to provide general reference services to its patrons in a non-traditional way, the creation of an interactive web guide seemed to be ideal. In particular, Reed Library wanted to provide the basics of conducting research to its patrons, including how to approach a research project, evaluating sources, where to find information, how to cite information for a paper, etc. Guides to the utilization of online databases and the library catalog were also seen as essential skills in the research process. These services would be available to patrons any time of the day or night, offering unlimited reference services to students, faculty and staff. The session would outline how to create online research guide that would provide a broad range of library and online research skills.

Eisner John  
Academic Management Systems  
Web-based Course Assessment Using CoursEvalª

As accreditation agencies focus more on outcomes and as departments, schools and colleges focus more on concepts such as Continuous Quality Improvement, greater emphasis is being placed on course (and instructor) assessment. In the past, this has been a laborious task, taking two to three months in some instances for bubble sheets to be scanned, statistics generated, reports and graphs prepared, open-ended questions transcribed, and results returned to the many course directors engaged in the teaching process.

After 15 months in development and two extensive field tests, we are pleased to release a completely web-based version of a new product that will drastically reduce the turn-around time as well as the resources needed to manage the course assessment process. The product is simply called CoursEvalª and we’d like you to visit our website to take a closer look at this on-line approach to course assessment. The URL for a full description of CoursEvalª is <http://tasc.sdm.buffalo.edu/courseval/>. CoursEvalª offers the ability to:
- Import course, faculty and student data for a given term or year
- Enter your own survey questions or select from our question bank
- Create your own response alternatives (e.g., 4 or 5-point Likert, Y/N, text)
- Allow Course Directors to add assessment questions that focus on their courses
- Create, test and deploy a new survey in a matter of minutes
- Create balanced random samples for large classes
- Allow students to log in from computer labs or home, as your system allows
- Filter obscenities contained in open-ended responses
- Ensure anonymity of student respondents
- Edit open-ended comments for faculty development purposes, if desired
- View faculty results on-line, using names or aliases
- Produce professional survey response reports without transcription

To run CoursEval® at your institution you must have a Windows NT web-server and all students must have access to an Intranet or Internet web server. It is also recommended that students have access to email as a way of notifying them when the surveys are available or reminding them that they have not yet submitted a given assessment. Based on our initial analysis, most institutions now operate within the framework of these assumptions and we hope that your institution is in a position to consider this product.

Please take a moment to visit our innovative web-site or to visit our CIT 2001 exhibit.

Epstein, Michael
SUNY College at Old Westbury
Cast Ye Your PURL’s: Using Persistent URL's in Instructional Web Pages

If you have spent any time surfing the Web you will no doubt have experienced the annoying problem of Web resources that seem to be here today and gone tomorrow. Sometimes a site simply goes away entirely, but more often than not, the Web resource you are looking for has simply changed its address. The Persistent URL (PURL) was originally developed by OCLC in 1996 in order to address this problem of URL instability. The purpose of this demonstration will be to show instructors how PURLs can be used in their class Web pages in order to include licensed electronic resources provided by their library. Following a brief discussion of PURLs, I will be using the Gale Group’s Infotrac databases to illustrate how PURLs can be embedded in a Web page in order to create a reserve reading list. With PURLs you can point to specific articles, journal issues, and search results within the Infotrac database. You can also embed PURLs in emails and other electronic documents.

Feng, Ming
State University at Buffalo
Xuehong Lu
Xiaohong Liu
Instructional Effectiveness Through Web-assisted and Pedagogically Structured Teacher-student Interaction

This paper is based on the result of the university-funded Educational Technology Project which began in August 2000 at the University at Buffalo. This project is different from many others in that it is not meant to create a Website for its sake. Rather it was designed to coincide with the textbook selected for the first-year Chinese based on a single purpose: that is, increasing the effectiveness in instruction for students of mixed proficiencies by improving the quality of teacher-student contact in and outside the classroom. It sets as its starting point a basic notion that different uses of technology affect student learning in different ways, and the best results are obtained when technology is used in a manner consistent with what is known about effective teaching and learning.

The Chinese Program at the University at Buffalo has developed an innovative approach to teaching Chinese language. We created a full-fledged Website which includes instructions and exercises for every carefully designed pedagogical stage of instruction for the course. We have adopted a combined use of some of the technologies, such as Chinese and English word processors, multi-language supported interactive exercises and Window-based e-mail packages, which enables our students to acquire Chinese language in a multi-dimensional and multi-channeled fashion. From our perspective, our approach also facilitates the efforts of both instructors and students in approaching each other with responsibility, hence improving the efficiency and effectiveness of classroom instruction.

The poll we took at the end of the fall semester indicated that, despite some initial hesitation, our students were quite enthusiastic about our approach. 88% of the responses returned are extremely positive to the question on whether we should go ahead exploring this approach.

As the instruction in most Chinese Programs throughout the nation remains on the side of traditional method, we believe that our approach provides a model for those whose ultimate goal is not just to create a course Website, but to seek ways of adapting a particular textbook chosen to the goal of their instruction through the assistance of technology.

Our presentation will discuss our principle in integrating educational technology into Chinese language instruction. We will also demonstrate our course work Website in conjunction with our consideration for a broader applicability of the technology as well as our approach to other pedagogical challenges.
Frank, Roi  
SUNY College at Oswego  
David Vampola  
Meta-Cognitive Considerations In Internet2 Design

Despite the current availability, usability, and familiarity of Internet-/ Intranet-based teaching technologies, there is a general failure to provide universal content delivery across an equally universal and user-friendly format. By the very nature of the method in which the material is presented to the students, the technology at once defines an additional set of obstacles as it attempts to establish an educational environment. Thus, the instructor’s derived content becomes a secondary concern to that of the ability of the student to understand and utilize that technology. Additionally, the instructor must also possess a specific skill set to enable the content to be formatted for delivery on the system. Thus, there are two conceptual leaps that must be made with conventional interactive teaching systems: one is to learn the system itself, and other is to learn the material.

I propose using existing “perceptual ecologies” (in which people have adapted and become acclimated) to surmount the first of these barriers and extend these environments to an interactive learning system. The resulting system will then deliver content without over-extending the instructor / student hardware systems, or requiring specialized hardware from which the content is to be shared.

Freeman, Charles  
SUNY College at Geneseo  
Using the CAPA Web-based Homework System in Introductory and Intermediate Physics Classes

The physics department at the State University of New York at Geneseo has been using the Computer-Assisted Personalized Approach (CAPA) in several introductory and intermediate courses. This software, developed at Michigan State University, allows students to submit answers to personalized assignments via the world wide web. The system also gives students immediate feedback on their answers. If a student gets a particular problem incorrect, he or she is allowed to retry it without penalty before the due date. The number of times a student is allowed to retry a particular problem is set by the instructor. The system displays relevant hints for a problem after a student gets a problem incorrect. In addition to quantitative problems, CAPA also allows for a wide variety of conceptual questions and even essay questions to be assigned. At Geneseo, each CAPA homework assignment is typically supplemented by a traditional written assignment which is turned in to the instructor and hand-graded. The CAPA system has also been used to generate individualized exams for each student. The CAPA software can run on any UNIX-like operating system; at Geneseo we have used both a DEC Alpha workstation and a PC running LINUX. The effectiveness of the CAPA system has been studied with student evaluation forms and data which track students’ study habits and participation in the system. In this talk, student response to the CAPA system and its educational impact will be described.

French, Paul  
SUNY College at Oneonta  
Blackboard CourseInfo Fundamentals

The author discusses the use of Blackboard CourseInfo, which is courseware designed to facilitate various modes of communication via the Internet. Experiences with features such as the Discussion Board, Digital Dropbox, Virtual Classroom, Online Gradebook, and e-mail are reported. Statistics and conclusions regarding introductory/advanced courses, grades, and usage versus time are shared.

Those attending will be expected to participate in small group discussions of their ideas and experiences with this (or similar) software, leading to a collection of information that will be disseminated among the session participants.

Ganson, John R. (Jack)  
Nassau Community College  
Sean Fanelli  
Lisa Bastiaans  
Steve Beck  
Exemplary WebCT Courses

The WebCT Course Management System affords the instructor a broad spectrum of implementation strategies depending on his/her technical skill level, time commitment, etc. Indeed faculty with no computer skills beyond basic
word processing can provide their students a complete online syllabus, course calendar, homework assignments, and comprehensive synchronous and asynchronous discussion tools (threaded discussion lists, chat, and private e-mail). More importantly, this basic implementation can be achieved with little or no training required.

This basic tool set can be greatly enhanced by using publishers’ course content customized by the instructor. This implementation also requires very little skill/effort on the part of the instructor.

The beauty of a WebCT course is that it can be an ongoing work in progress. As time permits and skill level rises, the instructor can add content and additional tools.

The courses presented here cover the implementation gamut. One course utilizes the basic communication and course management tools of WebCT in conjunction with a NOAA website to deliver an online course in Meteorology. Another course, developed and taught by the college president, utilizes publisher’s content as well as his own external website. The last two courses consist of content developed entirely by the instructors.

This presentation will offer faculty an opportunity to observe first hand, the almost limitless flexibility of the WebCT Course Management System. Handouts will be available and, time permitting, a question and answer period will follow.

Gelles, Karen
SUNY College at Farmingdale
Creating a Course-specific Library Research Portal Using BlackBoard 5

BlackBoard 5 is an online teaching tool that anyone can master. One of the value-added features in BlackBoard 5 is the Resource Center. This is a collection of full-text articles, websites, and current news stories that an instructor can easily customize to the subject being taught. It also offers a search option using the Northern Light search engine, a searchable dictionary and thesaurus, and an entrance to EBSCO databases, if a particular institution should already subscribe to EBSCO host.

While these resources are certainly a good start to research, students can now also benefit from the many resources provided by SUNYConnect, the SUNY-wide electronic library initiative. SUNYConnect provides every SUNY student with access to full-text databases such as InfoTrac, FirstSearch, GaleNet, and netLibrary, as well as an online library catalog with a uniform interface across all SUNY institutions. While we all love getting more databases, it is becoming more and more difficult for students and faculty to determine which products to use. BlackBoard 5 allows instructors to easily customize the resources their students use. Using the novice-friendly, built-in features for customization, this session will go step by step through the process of customizing a Resource Center for a fictional class. Among other things, attendees will become familiar with the following:

- Launching an “on-the-fly” search for items in the library’s catalog,
- Linking directly to a specific electronic journal,
- Taking advantage of detailed librarian-created research guides,
- Directly accessing online databases, from on campus or remotely.

Instructors who do not wish to teach an entire online course can still use the Resource Center module of BlackBoard5. It can be used to distribute copyright free reserve materials, to alert students to a recent article of interest in national newspapers, or simply to provide students with a more course-specific portal, perhaps in conjunction with a librarian-led information literacy workshop. All of the handouts, as well a reference site for finding the instructions and URLs for portal creation, will be available at http://www.farmingdale.edu/CampusPages/ComputingAndLibrary/Library/blackboard.html.

Glogowski, Maryruth
SUNY College at Buffalo
Melissa Dabb
Randy Gadikian
BAP! BAM! There Goes My Budget! The Impact of SUNY’s Performance Based Budgeting on Libraries and Computing Services

Fiscal flexibility and new models for performance based budgeting in SUNY have a hidden impact on libraries and computing. More FTEs bring bigger sums of money to campus but also trigger bigger bills for FTE-based electronic
resources and licensing agreements, impact the number of concurrent users that will suffice, and require more bandwidth and lab seats. This session will present an analysis of impacts and suggest strategies for systematically meeting the challenges of growth.

Gould Emilie  
SUNY Empire State College  
Norhayati Zakaria  
Instructional Design and Cross-Cultural Theory: Extending SUNY’s Reach to International Students

In this presentation, we will  
- review cross-cultural theories by Hall, Hofstede, and Trompenaars,  
- apply their perspectives to Malaysia and the United States,  
- and consider the consequences for pedagogy when developing online courses for Malaysian and American students.

Hall focuses on the importance of non-verbal elements of speech. In High-Context countries like Malaysia, the meaning of a message lies in the relationships of the speakers, the rhetorical situation, and the body language of the participants; “yes” can mean “no.” In Low-Context countries like the United States, the meaning is directly encoded into the words of the message; all else is secondary. In terms of instructional design, web courses directed towards high-context countries may need to pay more attention to the effects of organizational procedures, graphical design elements, and possible double meanings than for low-context countries.

Hofstede contends that all national differences can be explained by only five variables. For Malaysia and the United States, the two most contrasting variables are Power Distance (the acceptance of inequality) and Individualism/Collectivism (the relative importance of the individual vs. the group). Malaysians rank first (of 53 countries) in Power Distance and Americans are the most Individualistic. In terms of instructional design, web courses directed toward high power distance and collectivist countries (like Malaysia) should make strong assertions, tie their purposes into the national mission, emphasize the credentials of faculty, and adopt a more teacher-centered pedagogy. Students in lower power distance and individualistic countries (like the United States) accept more speculation, view the course in terms of their own personal experiences, look on faculty as facilitators, and desire a more student-centered pedagogy.

Trompenaars uses 10 variables to explain national differences. One of his most important constructs for Malaysia and the United States is Specific/Diffuse Speech. Malaysians prefer diffuse speech and Americans prefer specific speech. In countries that prefer diffuse speech, people focus more on their relationship with the speaker than on the task; their statements may be indirect or incomplete to avoid contradiction or disrespect. In countries that prefer specific speech, people are task-oriented and focus on the text. In terms of instructional design, faculty working with students who prefer diffuse speech should avoid direct criticism and not expect the impersonal give-and-take in student discussions in countries with direct speech. In fact, students who are required to be more direct may go to extremes and engage in overly aggressive, personal attacks.

Gulliver, Kate  
New York State Education Department  
Jeffrey Bartkovich  
Marie Fetzner  
A Culture of Good Practice: Assessing and Assisting Institutions to Provide Sustainable Distance Learning Initiatives

The New York State Education Department’s Distance Higher Education Initiative has implemented an Institutional Capability Review (ICR), a new approach to assessing and registering distance education programs that gives experienced institutions greater flexibility and control over the introduction of new programs. The ICR project uses a process and a set of quality criteria developed by a Task Force on Distance Higher Education with broad representation from public and independent, two-year and four-year colleges and universities across New York State, as well as the SUNY Learning Network and the Middle States Association.

This session will outline the process used for the distance education Institutional Capacity Reviews, identify examples of good practice that have emerged from the ICR process, discuss how Monroe Community College prepared for its capability review, and offer suggestions and tips for institutions that may be involved in their own distance education assessment process.
Three things make this initiative dynamic and different. First is its comprehensive approach to the entire institution’s readiness to support and sustain distance education. Second is the ‘constructive’ approach taken by a regulatory agency that not only assesses, but also assists colleges in preparing for the review and in identifying the strengths of its distance education programs and areas that need improvement. Third, the process is focused on identifying, promoting, and sharing information about good practice in distance education. The SED distance education Web site, still in its formative stage, is a vehicle for that information sharing; it describes and illustrates the ICR process, gives examples of good practice in action and a compendium of useful resources, and offers advice to institutions on assessing their readiness for a capability review.

The second half of the presentation will describe the experience of Monroe Community College — the first SUNY Community College to be reviewed and approved as a distance education provider through the ICR process — in establishing a distance education infrastructure and program, fostering a “culture of good practice” in distance education on the campus, preparing for a Capability Review, and using the results for continuous improvement.

Guydosh, Ray  
SUNY College at Plattsburgh

Karen Volkman

Encouraging Knowledge Application Practice Through Personalized Homework Assignments

In developing an ability to apply knowledge, practice is of particular importance. Homework and practice exercises are an integral part of the instructional pedagogy for gaining proficiency in using new knowledge. To provide an external source of motivation for practice, instructors typically collect, evaluate, and grade homework and exercises.

Unfortunately, some students attempt to subvert the incentive for practice by copying homework and exercises already completed by others. While copying the work of others might allow a student to witness the application of knowledge, it does not provide the opportunity to actually practice the means of applying that knowledge. A defense against copying would be to provide each student with equivalent, but unique, opportunities for practice. Without the use of technology, such a solution would be difficult to implement.

Using commonly available software, the authors have developed a means for providing students with individualized homework sets in a statistical methods course. For every homework assignment, each student receives by e-mail a copy of a problem set in which the essence of the problems is common to all students, but the numbers and data differ from those of other students. This allows students to work together to share ideas and assistance or even to tutor one another in techniques. But in the end, each student must practice completing his or her own problem set, since each student’s answers will be different by virtue of beginning with different data.

Students’ personalized problems sets are e-mailed to them using the e-mail merge facility of MS-Word. An MS-Word file contains a template for each problem set. Problem data come from an MS-Excel spreadsheet, which is merged into the template. Each row or record in that spreadsheet represents a student and his or her version of the problem data. Since the authors use a spreadsheet to test work problems themselves, it is a relatively minor task to arrange their own formulas into a single row, replicate those formulas to other rows, and construct new raw data for each record. Students submit homework answers using a web-based form easily constructed in MS-FrontPage. The answer data is received into an ASCII database, moved to the original Excel spreadsheet, and compared with the correct responses already calculated.

The system has encouraged homework practice, facilitated rapid feedback, and minimized instructor effort in grading and recording of grades. Evaluation data suggests greater student engagement in homework practice and higher student satisfaction.

Haq, Faizan
SUNY College at Buffalo

The Public Relations Software that Handles ROPE Process

Today’s academic syllabi with infusion of instructional technology have changed what is expected of scholastic exercises in and out of classrooms. Future researched conclusions of classrooms will be expected to be more applicable in real life from students and instructors alike. The quality of presentations will be more than multimedia sizzle; it will include performance of results through software development. The Public Relations (PR) software is also such an exercise. It takes the process of ROPE in PR and turns that into a software application with Visual Basic (VB).
Visual Basic is one of relatively more interactive computer programming languages. Its interaction with the World Wide Web is facilitated by VB script. This program can utilize these qualities of the language and this application can be placed on the Internet for a wider use. The software is not a replacement for PR professionals but rather a time saver for a novice and a reference guide for a professional.

ROPE is a process that helps in organizing public relations activities. ROPE is defined as follows:
R stands for researching the problem or the issue at hand;
O stands for objectives set for specific publics;
P stands for targeted publics; and
E stands for Evaluation of the process.

The software user chooses from a variety of problems and issues; the software provides a list of objectives that might be associated with specific publics with appropriate tactics and evaluation criteria. This software is written for a PR introductory course. However, it validates the future trends of academic assignments. The time is near when basic computer skills of college students will include developing software for Arts, Humanities, or Social Sciences. The programming languages with visual interactions are opening new possibilities for discipline oriented software and computer applications.

Haq, Faizan
SUNY College at Buffalo

A word processor is considered one of the basic software that everyone learns in the beginning. Most of the users quickly familiarize themselves with some introductory features and never learn beyond superficial usage of the word processor.

Microsoft word has been in use in higher education for years however, its true potential to enhance academic environment has not been totally realized. This paper explains the features that can be used in creative settings to meet academic challenges for everyday tasks. This paper also discovers built in features that can accommodate multiple authors and cooperative writing assignments for students. Carefully crafted macros can help analyze and compare texts, evaluate writing skills and highlight written arguments.

Creating multi-author environment in Microsoft word enables all participating individuals to contribute but keep their contributions and versions separate for evaluation by other authors or editors of the text. It empowers editors to ask specific questions from the author(s) regarding pre-selected portions of texts. In distant collaborative writing projects it provides schedule flexibility to authors and its delayed interactive feature allows them to work on their own pace.

Student papers can be graded with comments and their revisions can be compared with each other. Faculty members who teach college writing courses can very effectively help students with a nurturing writing process.

Harris, James
SUNY Learning Network
Charlotte Downing
William Pelz
Donald R. Coscia
How to Market Your SLN Courses: Marketing Strategies That Work!

In this session, you will learn more about SUNY Learning Network (SLN), including the evolution of the SLN Course Guide, the new SLN View Book, print ads, posters, and our redesigned Website. Issues to be discussed will include:
- Direction: where SLN is going with advertising in the future, and
- Demographics: targeting specific audiences and researching marketing options for specific demographics.

Complete Information is the key! More is better! We will discuss the importance of course descriptions, book information, and what we do with your information. The more a potential student knows about a course, the more it is likely that he or she will register for a course. Learn how to use the SLN Website to improve communications and promotional effectiveness.
We will present promotional issues from the viewpoints of three colleges. Monroe Community College’s (MCC) mission is to provide educational access for students and to deliver quality courses where access is limited by distance, limited enrollments, and availability of instructors. For the Spring 2001 semester, MCC is offering over 85 courses with more than 1800 enrollments through the SUNY Learning Network. Panel discussion will center on what strategies Monroe has used successfully to market their courses.

Herkimer County Community College (HCCC) has used SLN as the backbone for its “Internet Academy,” offering 60 courses with 1758 enrollments in the Spring 2001 term. The Internet Academy is Herkimer’s answer to the problem many students have accessing HCCC degree programs on campus. There are lots of reasons why traveling to the HCCC campus on a daily basis is not possible for some students. Yet the need for completing a college degree quickly is important. Through the Internet Academy, students can start a college program in the Fall and complete it within two years - without the need for regular travel to our campus. Starting in the Fall of 1999, students can matriculate in one of six programs leading to their two-year degree. Additional programs will be added in the coming years. With the Internet Academy now available, there may be no reason for a student not to earn her college degree. Panel discussion will center on what strategies HCCC has used successfully to market its courses.

Suffolk County Community College (SCCC) is using the SUNY Learning Network as its primary vehicle to deliver its online courses. Starting in the Fall 2000 semester, SCCC offered four courses with 74 enrollments through SLN. For Spring 2001, SCCC has quadrupled the number of courses being offered through SLN. Enrollments have risen to 325 students. Panel discussion will center on what strategies Suffolk has used successfully to market its courses.

Tips, recommendations, and best practices will be disseminated.

**Hartvigsen, Gregg**
**SUNY College at Geneseo**
**Interactive Teaching: SmartBoards and Dynamic Websites**

I will present and discuss the value of a new web-based supplemental text of eight quantitative, Java-based simulation modules. The simulations, referred to as “Living Graphs,” were developed to introduce students to the mathematics underlying basic ecological models and to give the students the experience of seeing and directly interacting with the models graphically. Students can alter model parameters and simultaneously see how these changes influence the dynamics of the models. The website also provides questions that encourage open-ended exploration of the ecological principles using the models. Professors can choose to have their students send their answers to questions directly to them via email. I will discuss the pros and cons of this new approach and discuss results from an assessment of its perceived effectiveness by the students. The presentation will involve the demonstration of a system that integrates a computer, LCD projector, internet access, and a SmartBoard. The presentation will allow about 10 minutes for audience members to come up and interact with the system.

**Hastings, Roscoe**
**Monroe Community College**
**Asynchronous Learning: The Student Perspective**

Teaching asynchronously is no longer new but an accepted method of reaching out to students and thus making education more accessible. As you begin to develop your asynchronous class it can be beneficial to know how your students are going to react to their virtual classroom. Student surveys from 23 asynchronous classes serve as the basis for this presentation. Most people enjoy playing games. This can work in the classroom and will be used in the presentation of this material. It is important to know why your students chose an asynchronous class instead of the traditional classroom. Time management is the initial response but there are several other viable reasons. Many students entering the E-education class believe that they can learn as much as in the traditional classroom. More students are not sure however. Using the same question at the conclusion of the class shows that the majority of the students that were unsure now believe that they can learn as well asynchronously. When do students do their on-line classes and do they have a set schedule? The biggest days are Thursday and Sunday while Friday and Saturday are slow days. This is important for course design since it will help determine the selection of due dates for assignments. It may also influence the professor in his scheduled days for review of class work. Students log on to their class 24 hours of the day. Peak hours are late morning with high levels of volume until midnight. Most students indicate that they have a basic schedule but one of the great advantages of E-education is that it can be flexible and they take advantage of that. Diversity of learning styles becomes apparent in the discussion of what types of assignments worked and what didn’t work. Class discussion ranked high on both lists illustrating that what work well for one student
didn’t work for others. This means we must use varied methods of delivery of information. Finally the overwhelming response was that students would take another class on-line after this experience.

**Hastings, Roscoe**  
**Monroe Community College**  
**Designing Successful On-Line Courses**

Good teaching requires the design and delivery of course materials in a way that will result in learning or measurable change. This means that students must be motivated to not only learn but finish the course. Using the experience of teaching over 50 classes on-line, with a retention percentage of 88.8%, I make the following suggestions for asynchronous course delivery and design. Many students are experiencing E-education for the first time. Providing several short introductory assignments enables them to get into the system and have some success following directions and producing work. The Internet is a tremendous source of information. Use links to websites for additional or supportive information. Many students learn visually so use as many pictures and diagrams as possible. Animations are also great tools and there are many visual sites that can be accessed on the web. Long time frames for assignments promote procrastination. Use numerous short assignments. This may mean breaking a long assignment up into smaller chunks. This keeps students active, on-line, and also their success will motivate them to come back. Using self-tests as reviews provides the student with instant feedback that can promote exploration for unlearned material. Try to interact with the class as often as possible. Students like to know how they did on an assignment. If they know you won’t grade it for a week they probably won’t be back until then. Your design must take into account how evaluation will be accomplished. This presentation will present, by example, methods that have worked and stimulate discussion of additional design and delivery methods for E-education.

**Heider, Mary Jane**  
**Genesee Community College**  
**Supporting TopClass and WebCT and BlackBoard: What the Heck Were We Thinking?**

While Genesee CC has supported TopClass for a number of years, there has been a move away from TopClass because it is perceived (rightly or not) as being “difficult to use.” And with the proliferation of other Course Management Systems, the interest in using TopClass has waned.

WebCT and BlackBoard are, at the moment, two of the more widely used on-line course management systems within SUNY. Rather than take the time to debate the merits of one, Genesee made a decision to use both systems for the next two academic years. As a result, the academic computing staff is now supporting three systems.

But this is not about our issues. The goal of the session is to be a forum for those of us supporting any and all of these platforms (and any others). This is an opportunity to find out who our fellow support staff are so we can call on each other in time of need, what has and has not worked on your campus, what is your horror story (come on, we all have them; let’s learn from them!), and what you still need to know to best support your environment.

This session is aimed at both support staff and faculty. Since supporting instructional software should not be done in a vacuum, it is critical that both sides understand the issues in using on-line course management systems. And you don’t need to be an expert in any of these systems, come and see what others are doing and ask your questions. I don’t have all the answers, but among us we know everything!

**Higgins, Dennis**  
**SUNY College at Oneonta**  
**Bram Van Heuveln**  
**Peirce’s Existential Graphs: A Philosophy Courseware Development Team of Faculty and Students**

A hundred years ago the American philosopher Peirce found the linear notation and accompanying rules of traditional logic systems restrictive. He developed what he called Existential graphs (EG), which allow the user to express logical statements in a completely graphical way. The representational system is compact, allowing for propositions and their negations (called cuts) to be placed on a “sheet of assertions”. It provides a set of four rules which can be applied to transform the current statement. Logic students using “pen and paper” EG notation found it easy to learn and intuitive and prefer making EG proofs to Fitch (traditional, linear) format proofs. They find them more fun and prefer this graphical representation. The problem was that no implementation for EG existed. Implementation requirements were: The user must be able to place propositions and cuts on the Sheet of Assertions; manipulate (copy, move and resize)
areas of the Sheet (or display), and apply the rules of inference. The system should keep track of the stages of a user’s proof and be sure the rules are correctly applied. Additional desired functionality included reading and writing proofs to disk, editing and “rewinding” proofs, and typical Help utilities. A partnership of one Computer Science and one Philosophy instructor, along with a team of three student programmers was formed to implement Peirce’s EG in a Java application program with a view to use in introductory logic courses. With funding from the Teaching Learning and Technology Center at SUNY Oneonta, the student programmers were hired as professionals. The instructors helped solve some of the tough problems and aided in the software engineering tasks. This paper will introduce Peirce’s Existential Graph notation and provide some example proofs. The process of developing this application software with this unique partnership is also discussed. The software developed implementing EG will be demonstrated.

Hilyard, Bruce
Genesee Community College
Mary Jane Heider
Online Learning and The “New Elite”

For any student there are administrative and academic hurdles to clear in order to be successful in a college course. Online courses add a set of technological barriers.

Some students are the “New Elite”—technologically adept and ready to go. Some students will never be comfortable online. At present the majority of our students are in a third group—apprehensive but willing to learn online given proper assistance.

Accessibility to the course is a key to success for this third group. What can the instructor do to help these students join the “New Elite”? Some practical suggestions will be provided in this session, and additional suggestions from the audience will be most welcome.

Hirsch, Patricia
Mohawk Valley Community College
Pedagogical Soundness of Distance Learning in Addiction Studies

This project concentrates especially on addiction studies and reflects research on distance education and the design of web-based instruction that best insures successful delivery of responsible, interactive teaching which promotes reliable learning with experiential dimensions.

It is both my position and experience that students bring to academic learning their life encounters and personal characteristics. And just as the field of substance abuse counseling abounds with recovering individuals, so often does the classroom of an addictions curriculum. It is essential that students who are preparing for the counseling field, whether recovering or not, be aware of any potentially unresolved personal conflicts and demonstrate a willingness to address these conflicts.

As an educator, I am often required to facilitate students in examining their motivations, their life, and to challenge them to take the risks necessary to grow. Through class interaction and exposure to different perspectives, students come to recognize any unfinished business that could impede therapeutic capabilities. An experiential dimension to learning enhances their self-awareness, so that as they acquire the necessary technical skills, they also develop a deeper understanding and appreciation of the actual process of counseling.

Recent changes in the addiction counseling field led me to consider the possibility of developing a distance education course concerning addiction and its treatment. But, is it possible to responsibly design and support non-traditional, college-level learning about human behavior and addiction counseling by using online instructional technology? The key element to this vision is knowing how to design an effective technology-enhanced instructional experience which can integrate an experiential dimension and produce reliable learning.

Hylton, Irene
SUNY College at Old Westbury
Constructivism Weds Technology Training

Constructivist pedagogical strategies afford learners the opportunity to make meaning from their technology experiences. Through collaboration and cooperative groups, novice learners integrate technology into the curriculum and
produce interactive multimedia lessons. Project-based learning succeeds in expanding students’ knowledge, experiences, and engagement in learning. The instructor first models the skills needed for the computer-authoring program. Students create projects by researching, sharing their findings, and actively re-working information into a hypermedia program (e.g. an adventure in a rain forest that incorporates biology, math, and geography). In the hypermedia environment, students construct the information acquired rather than repeat the knowledge gained from instructors.

Procedural knowledge requires that the learner carry out the process and not just read it or hear it. The role of the instructor is to give support and remain passive. Yet the learners are active, constructive, intentional, and cooperative as they conduct authentic investigations (Johanssen, Peck, & Wilson, 1999). To integrate various disciplines, the group selects a general theme. In groups of three or four, each student selects a couple of subjects to research. The greatest source of graphics is the Internet, although students also use traditional books and magazines for research. Students replicate pictures in books, using the drawing tools in the program. Topics are covered broadly or specifically, depending on the creator and grade level of the audience. The group shares its information. Some material may be used in social studies, but not be appropriate for math. Thus, the curriculum is integrated under the topic umbrella.

Hypermedia environments are appealing and effective presentation software. They are interactive and designed to respond to the needs of the individual learner or the group. Depending on how the creator constructs each project, there can be linear patterns, which have single responses or multiple choices. Responses can also be designed to branch off to explain a wrong answer, give remedial assistance, or to move on to another subject. Several HyperStudio projects are available for demonstration and review. The instructor, experienced in constructive pedagogy, encourages inquiry and discussion.

When instructors look for technologies that contribute to learning and pedagogical approaches that integrate curriculum and technology, they need to look at hypermedia and constructivism; they make an excellent, active marriage.

Jameson, Maureen
State University at Buffalo
Giovanna Testa
Ellen Connell
Soumia Boutkhill
New Horizons for the LiT Gloss Project: Year 2

At CIT 2000, the LiTgloss team presented a web site designed to enhance student access to world literatures. Texts in French, German, Japanese, Polish, and Spanish, were shown, and streaming audio files for two of the texts were demonstrated. In the second year of its existence, the site has expanded its mission: it has now begun to serve not only students enrolled in advanced language courses, but also students enrolled in the University’s freshman-level World Civ course. We are developing annotated versions of texts by important historical figures (Christopher Columbus, René Descartes, Nicolo Macchiavelli) so that students in this first college-level history course may have direct access to primary sources in the original languages. Students who studied German in high school will read Hegel in German, and students of French the original Declaration of the rights of man proclaimed by the French revolutionaries. Such experiences will make study of the language seem more relevant to our students, particularly to those who would have difficulty spending a semester abroad. Students who have read the texts in the original are also in a position to contribute in unique ways to class discussion, where the difficulties of translating certain concepts could help focus attention on the differences between cultures.

The LiTgloss site now includes more off-campus partners as well, including a colleague at Buffalo State College, active in preparing texts in French and in Italian. And as LiTgloss team members move on to jobs in surrounding high schools, students at those schools become LiTgloss readers as well.

Following a suggestion made by a member of the audience at CIT 2000, we have explored a new frontier and will present promising signs of the future of LiTgloss on handheld devices.

Jenkins, Richard
Macromedia
Beth Batista
Macromedia Education Solutions

Macromedia Education Solutions allow higher education faculty to focus on their strengths as educators rather than...
worry about learning the details of Web programming. Product tutorials and project-based curriculum helps faculty quickly absorb Web design techniques and technologies so they can use the preparation time they save for classroom projects or one-on-one work with students. Our preferred pricing programs help you bring the professional standards for Web publishing onto your campus at great savings.

Professional Development - To enable educators to keep on top of ever-changing technology, Macromedia offers several professional development options that enable faculty to build their skills anytime, anywhere. Our programs include free interactive training at our Training Cafe Web site with 22 lessons introducing the Internet and Macromedia’s Web publishing tools. Find out more about Macromedia University which offers subscriptions to libraries of interactive, online courses about Macromedia products and other Web technologies.

Teaching Curriculum - Macromedia provides instructional programs that meet a wide spectrum of needs from Internet basics to advanced Web publishing. Each year, we publish teaching curriculum about Web design in kits that include d 25-50 hours of hands-on curriculum for courses on professional standards like Dreamweaver and Flash.

Volume Pricing - Learn about our volume licensing programs, starting with the Education Volume License Program which offers schools and universities substantial savings on software purchases between 15 and 500 licenses. And for those who want standardize on Macromedia, the Macromedia Premier Education Partner Program (PEPP) provides customized purchasing, training, and support agreements for purchases of 500 units or more.

Jorgensen Peter  
State University at Buffalo  
Maureen Jameson  
Providing Web Access to Language “Tapes”

In an effort to explore ways in which the University’s shrinking dollars can be used more effectively, and faced with the prospect of having to replace a number of aging tape duplicators, the Advanced Technology Skunkworks proposed piloting web-based distribution of language tapes using MP3 and Real formats. One of the co-authors volunteered her classes in French for the trial which began this Spring semester. After receiving copyright permission from the publisher all tapes for the class were digitized and then converted to MP3 and Real formats and placed on servers for student access. This presentation will provide technical information on the process and analysis of patterns of access. It is hoped that by next Fall all language “tapes” will be available through this technology, thereby reducing the need for tape duplication and making the material more accessible to students.

Jubran Isa  
SUNY College at Cortland  
Java Applets, an Effective Tool for Teaching Mathematics

As mathematics teachers we are always looking for ways to better illustrate mathematical concepts. Visual presentations encourage experimentation and discovery learning allowing students to construct their own knowledge. But these are laborious when done by hand on a chalkboard or even when done on a computer that is not equipped with the appropriate software. Recently such a software, Java, was introduced and has been spreading like a wildfire. Java and the Web are providing teachers with the tools to create interactive hands-on demonstrations that lead to deeper understanding of difficult mathematical concepts. They are increasing the chances of success in mathematics for students with learning disabilities. Students are able to access these interactive demonstrations any time, anywhere using any type of platform ranging from a Mac to a PC provided a connection to the internet.

Traditional instruction using the Web conjures up the image of a book in the vertical plane that has no pedagogical advantage. This demonstration aims to show that Java applets are a very powerful and dynamic medium of instruction which has great pedagogical advantages over other modes of electronic instruction. A number of “fun” Java applets covering various topics will be demonstrated and their effective use in the classroom will be discussed.

For more on math Java applets please visit  http://www.cut-the-knot.com
Kahn, Russell
SUNY Institute of Tech at Utica/Rome
Copyright and Fair Use for Educators in the New Information Age

The basics of copyright law, fair use and recent and relevant copyright-related judicial opinions as relate to education and new media will be discussed. I will also review the implications of the Digital Millennium Copyright Act of 1998 and the groundbreaking 1996 Fair Use Guidelines for Educational Multimedia. The availability of all types of materials via the World Wide Web has triggered unprecedented worldwide communication and knowledge-sharing including research and teaching both in traditional classroom settings and via distance learning. While there is a tremendous amount of information that is freely available today through electronic means, never before has a clear understanding of copyright and fair use been more important.

This presentation will first review the basics of copyright law and Fair Use, then discuss the recent copyright decision, Princeton University Press v. Michigan Document Services, Inc., which held that an off-campus, for-profit photocopy shop may, as a matter of fair use, make coursepacks that include substantial portions of copyright protected books and sell them to students. I will then touch on the basic tenets of the Digital Millennium Copyright Act of 1998.

The discussion will then shift to the “Fair Use Guidelines for Educational Multimedia,” which provides a specific set of benchmarks educators can use for applying Fair Use Doctrine to copyrighted material. The guidelines were developed at the 1996 Conference on Fair Use (CONFU) and have been endorsed by, among others, the U.S. Copyright Office, the National Endowment for the Arts, the National Educational Association, and the National Association of State Universities and Land-Grant Colleges as well as publishing associations and publishers. (For the full text and endorsers see http://www.utsystem.edu/OGC/IntellectualProperty/ccmcguid.htm).

The guidelines delineate how and when educators can use portions of copyrighted works in creating educational multimedia projects, permitted uses of such multimedia projects by both faculty and students, limitations on time, portion, copying and distribution of such work, and examples of when permission of the author is required.

Fair use allows for limited use of a copyrighted work for purposes such as criticism, comment, news reporting, teaching (including multiple copies for classroom use).

Kissane, Danny
SUNY College at Oneonta
Online Audio 2001

Online music and audio resources (such as Napster, Gnutella, and RealAudio) are generating headlines nationwide. Join us as we review the latest developments in this industry, touching briefly on copyright, music industry positions/settlements, and other issues. Various online music delivery systems will then be demonstrated. The session will continue with finding and using freely available online audio products such as music, nature sounds, and great speeches. The integration of sound search engines, sound bites, sound effects, and current events audio clips into undergraduate academic endeavors will then be discussed.

Klein, Karl
SUNY College at Cortland
Multimedia Portfolios and the Promotion/Reappointment Process

This panel will present the rationale, process, and results of the first-ever SUNY Cortland multimedia promotion and reappointment portfolios. Three faculty members submitted their portfolios either via CD-ROM or the web. In addition, the panelists are prepared to display their portfolios. Panel discussion topics will include materials included in the portfolios, the digitization of analog materials, obstacles encountered, feedback from administrators, lessons learned, and will offer advice to other considering trying this approach to promotion and/or reappointment. The panelists will invite audience participation from others that may have tried this approach at other institutions.
Labroo, Sunil  
SUNY College at Oneonta  
Use of Interactive Java Applets for Enhanced Learning in a Conceptual Physics Course

Conceptual understanding of the physical principles has been a hurdle for the average student. This may be due to the nature of the information that is presented. There are various concepts and phenomena that inherently involve dynamic information (e.g. motion of a pendulum), multimedia information (e.g. study of concepts from graphics, animation or sound), and interactive information (e.g. any topic that involves change of system parameters for understanding). Such information can not be communicated in paper form or even using a blackboard or overhead projector with transparencies. Even the use of demonstrations is not sufficient since they lack interaction.

Incorporation of two powerful technologies, JAVA applets and WWW, into our introductory level conceptual physics course has overcome some of the inherent limitations of conventional teaching in the following ways:
- The use of JAVA applets encourages asynchronous distance learning.
- Using the WWW, students can access information any time and anywhere.
- The use of applets along with desirable multimedia support provides a representation that is often better in communicating a concept than a static figure(s) or a written description. It also helps learners visualize the concept relatively easily.
- Through the multimedia support of the WWW, information can be represented dynamically and interactively - both of which JAVA applets are well equipped for.

The best part of this technology is that the instructor does not have to be a Java programmer. There are many excellent web sites that provide free access to Java applets in physics. In using these resources, however, there are several pedagogical issues that must be addressed. For example, where is the use of Java applets most appropriate, and why?

We believe that effective use of Java applets has helped create an interactive environment of “learning by doing”. Beyond their ability to better convey certain concepts, this technology has increased motivation and instilled greater interest among students, and encouraged them to be more actively involved in the class. Consequently, their ability to learn the course content has further improved.

As with the use of any other technology, it should be accepted that use of Java applets will not by itself solve all the problems faced during the teaching and learning process, and may even create some problems of its own. Identifying and addressing these problems will help avoid potential bottlenecks during their use.

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Lachance, Andrea  
SUNY College at Cortland  
Elizabeth Klein  
Karl Klein  
Timothy Slekar  
Teaching with Multimedia and Wireless Technology: Education on the Edge

Four of us - a science educator, a math educator, a social studies educator, and an instructional technology educator - collaborated in the past year to offer an integrated set of methods courses called the Thematic Methods Block (TMB). Our four courses were taught as a block and accounted for 11 credits of coursework. We shared the same 75 students - all elementary education majors - each semester, and, using technology, we integrated our content around an environmental theme.

In our courses students - created a “virtual field trip” using digital cameras and VR software, - used wireless technology (Macintosh iBooks) to access educational resources and presentations, - created web-based lesson plans and instructional units, - and completed a multi-media, web-based portfolio of their work.

Examples of this work will be shown.
The majority of our presentation will focus on why we embarked on this “teaching adventure” and what the data we have collected over the past year suggests about the impact of this innovation. In particular we will discuss how our work has been informed by the philosophy of constructivism. As a philosophy of learning, constructivism suggests that all knowledge is created through an individual’s reflection on his/her physical and mental actions. Constructivism also asserts that learning is a social process, and learners must interact with others to develop intellectually. We believe that using technology with pre service teachers gives them the opportunity to actively create understandings of teaching and content.

How our students reacted to being part of this innovation. Early on in our courses, students were EXTREMELY anxious and resentful of being asked to use technology so heavily in our classes. However, by the end of the semester, when they had started to master technology and see the fruits of their hard work, they were extremely proud and satisfied. Both quantitative and qualitative data will be used to illustrate students’ reactions to this experience.

How our work with technology was often hampered by the technological infrastructure on our campus. However, pushing the limits of the institutional technological system has led to the improvement of that system. Evidence of this improvement will be presented.

In conclusion, we will present what is most powerful about our work: it illustrates for both students and faculty what is possible when good pedagogy is combined with cutting-edge technology.

Lawrence, Betty
SUNY Empire State College
Diane Shichtman
Nancy Frank
Bidhan Chandra
Eric Wrazen
Developing a Digital Coursepack Studio: A Collaboration with e-academy

The Center for Distance Learning at Empire State College has recently entered into a partnership with e-academy to develop a Digital Coursepack Studio.

Conversations with e-academy began with conversations at the last CIT conference. Given Empire State College’s extensive collection of web-based offerings through SLN, we are acutely aware of our need to expand our ability to offer a wider range of digital resources. Most courses currently use text-based online resources as well as a standard textbook. With a digital coursepack studio, we would be able to incorporate video clips and more graphics into our resources. This holds great potential as a way to enrich our web-based offerings.

Our shared vision is to enable the rapid creation and delivery of customized multi-media digital course materials to distance learning students. The richness of multi-media, up-to-date digital content, increased quality of best-of-breed content, speed and efficiency of digital delivery will enrich the learning process and reduce its cost at the same time.

The Digital Coursepack Studio will automate most of the tasks in the specification, creation and delivery of course materials including clearing copyright permissions, content packaging, e-commerce and rights holder settlements.

During the panel presentation, several faculty will present what they have developed so far as part of this collaborative project. These projects include: incorporation of enhanced digital content into an International Business course, an introductory math course and a Management Information Systems course.

A representative from e-academy, Eric Wrazen, will discuss e-academy’s involvement in the project as well as their plans to use web-based technology to provide educators with quick and easy integration of digital material into their curriculum.

Lee, Tom
Waterloo Maple Inc.
Inside the Gray Box: Using Advanced Mathematical Software to Enhance the Academic Experience

Modern advanced mathematical software systems, such as Maple, have enabled a wide range of new approaches to the teaching and learning of, and research into mathematics and related fields. Over the past decade, these tools have
become essential elements of new pedagogy and computational support for research and is in extensive use throughout the world.

This presentation gives a formal look at the inherent benefits of such approaches. The “Gray Box” is a concept unique to systems based on the "symbolic" approach to mathematical computation (as is the case with Maple). The gray box addresses many problems that are widely recognized in the conventional “Black Box” approaches as embodied in numerical computation. It offers a greater level of flexibility, ease of use, and most importantly, greater into mathematical concepts critical in either an educational or research context. The presentation outlines the differences and general techniques that are currently being found to be highly effective in academic environments. Case studies and examples in both education and research will be given.

The topics are as follows:

Survey of mathematical systems and history of mathematical computation
Philosophy of modern mathematical computation
Introduction to the gray box
Implications and examples in education
Implications and examples in research

Lending, Craig  
SUNY College at Brockport  
P. Michael Fox  
Edwina Billings  
Results of the First Year’s Implementation of the SUNY Brockport Computer Skills Examination

SUNY Brockport has developed a Computer Skills Examination over the past four years (http://computerskills.brockport.edu). This competency-based exam assesses basic IT skills, and is designed to ensure that all entering Freshmen and transfer students possess a defined level of competency in computer usage. These skills were determined by a survey of faculty that ranked various IT skills on a Likert scale. The skills deemed most important for success in upper-division courses include basic Windows operations, basic file manipulations, word-processing skills, e-mail, library database searching, and knowledge of basic computer hardware and software. The purpose of this examination is to ensure that these skills are acquired early in a student’s education. More advanced computer literacies then build on these skills, and are acquired within the student’s discipline.

After several pilot programs, all entering freshmen (1,000+) were enrolled in a 1-credit hour course during the Fall 2001 semester. This course provided both instructor-led training and computer-based training, delivered in both large group (90-100 students) lectures and smaller (20-25) hands-on sessions in computer laboratories. The instructional materials included customized instructor-led training material licensed from Element K (a Rochester-area technical writing and education firm), supplemented with material specific for SUNY Brockport computing environment. To successfully complete the Computer Skills requirement and course, students had to demonstrate their proficiency in a two-hour examination session in a secure testing environment of 50 networked computers connected to a proxy server.

The results of our first full year of implementation will be discussed, and several changes that will be incorporated as a result of our experience will be discussed. Future directions for more advanced exam modules will be examined.

Lending, Craig  
SUNY College at Brockport  
David Mills  
Angel: A New, Free Course Management System/Portal Based on OnCourse

Angel stands for “A New Global Environment for Learning”. Angel is an enterprise teaching and learning computing environment developed at the IUPUI Cyber Lab. It was designed by the creators of the OnCourse project currently in operation at all eight campuses of Indiana University.

Angel provides a highly customizable, component based e-learning portal free to non-profit K-12 and higher education institutions in the United States. It can be customized to serve faculty and students electronic collaboration, community-building and course management needs. Angel can function as a stand-alone course management system or to
be integrated with a Banner or other Student Information Systems to provide a completely automated enterprise e-
learning environment.

Angel’s Content component provides seamlessly integrated template-based pages, links to external URLs, uploaded 
files, discussion forums, quizzes, surveys and homework drop boxes within the course content. Angel is similar to 
TopClass in its flexibility, but offers a much more “user-friendly” and intuitive interface. It is similar to Blackboard and 
WebCT, two course management packages that are becoming widely used within SUNY. In addition to being as 
flexible, easy-to-use, and scalable as Blackboard and WebCT, the program is free to educational institutions.

A pilot of twenty-five instructors have begun using the program during the current semester at SUNY Brockport. These 
instructors will be provided training (although experience has shown that little training is needed for this product) and 
accounts for any courses for which they desire a web-based presence. Angel can be utilized at many different levels, 
from being used solely as a mechanism to conduct on-line threaded discussions, all the way to having hyperlinks, files, 
surveys and quizzes on-line. We have also ported our Computer Skills Examination, which will be the subject of a 
group presentation, over to this platform.

Loweke Angela  
SUNY College at Geneseo 
Terence Bazzett 
Holly Brownrigg 
Utilizing a Virtual Laboratory in Neuoscience Course Work

Teaching demands and institution resources may drastically limit the exposure students of Neuroscience have to 
laboratory procedures and experiences. This poster describes the use of a computer-generated lab as one way to 
offer students these valuable experiences. A CD-ROM containing five modules of interactive Neuroscience information 
and resources has recently been produced by the Open University of Israel. The modules include the following: Visual 
System, Control of Movement, Central Nervous System, Neural Communication, and Research Methods. We have 
focused on integrating the latter module, which contains a virtual lab, into a Biopsychology course. Within this module, 
students may explore such methods as stereotaxic surgery, self-stimulation studies, single cell recording, histology, 
EEG, MRI imaging, CT and PET scans. In some cases, videos are included to demonstrate procedures and/or 
outcomes.

Although integration of this virtual lab into the course does not replace true laboratory experiences, it does allow 
students to explore a variety of methods that would not otherwise be available. High quality graphics, animations and 
videos also enhance the student’s experience. It is hoped that when properly integrated with course work, this educa-
tional tool may pique the interest of curious students who are considering entering laboratory research.

Mackey, Thomas P.  
State University at Albany 
Belle Gironda, 
Steven Doellefeld 
Developing Scalable Student and Faculty Support Infrastructures for Web-based Course Dissemination

As colleges and universities expand technological resources, the development of scalable support infrastructures is 
required to support faculty in a wide range of digital learning environments. The scalability of new technology initiatives 
within and across campuses and through cyberspace tests traditional support structures for teacher training, student 
access, resource allocation, policy and system design. New technology initiatives are often mediated by the connec-
tions that are made among departments, faculty, and professional units on campus.

At the University at Albany, several technology initiatives have been supported by the Center for Excellence in Teach-
ing & Learning (CETL) in partnership with other units on campus. CETL is in a unique position to open a dialogue with 
faculty, students, administrators, and professional support units such as Academic Computing and SLN about peda-
gogy and digital technologies. By locating new initiatives at a teaching center, the university has been able to address 
the pedagogical innovation that is required to keep pace with the digital ones, while gaining perspective on faculty and 
student needs for technical and pedagogical support.

In one year, the demand for WebCT increased dramatically at UAlbany, from 1600 users in 1999 to over 8,000 users in 
2000. CETL, in partnership with Academic Computing, has responded to the popularity of WebCT with questions about 
how to support this software on such a large scale. For instance, how do we develop procedures for training faculty
from different disciplines and departments across campus? How do we work with the early adopters while supporting and encouraging those instructors who may be much less familiar with digital technology? How do we promote innovative approaches to teaching with WebCT?

SLN’s distance learning also raises questions about scalability for faculty and student support. How do we provide student services (registration, billing, library, advisement) to individuals who don’t live near campus? How do we field hundreds of phone calls, e-mails and other requests for information? How do we consult with faculty in a “virtual community” that combats the isolation that many distance learning students feel? What role can SLN play in assisting faculty to “break the mold” of traditional ways of thinking about course lectures? How do we administer a course approval process and make sure that faculty receive sufficient training in both online constructs and the Lotus Notes software package?

**Manning, Randolph H.**  
**Suffolk Community College**  
**Thomas Roslak**  
**Peter DiGregorio**  
**Planning, Partnering, and Implementing Technology on Campus**

This workshop will take the participants through a process of strategic-planning and visioning for campus technology and development. Participants will examine the process of partnering with business and industry. Finally, they will discuss how to make technology an integral part of the campus environment.

Strategic-planning and visioning is a process that is vital to the successful development of a campus technology plan. We will take you step by step through the development of a campus technology plan. We will discuss the importance of a SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis as it pertains to the goals and objectives of the plan.

Partnerships with business and industry have become more important as we attempt to “outpace obsolescence”. This workshop will discuss a successful partnership with a major technology company and how that partnership has helped to bring new uses of technology into the classroom and on campus. There will be a demonstration and hands-on opportunities for some of these new technological innovations (e.g. ubiquitous computing, new software, wireless hand-held devices, and combining new technologies with fascinating results). We will look at how technology has changed the learning environment and the potential for the future.

Finally, we will look at how to successfully implement your technology plan.

**Marshall, Cheryl**  
**SUNY College at Plattsburgh**  
**Janet Worthington**  
**Thomas Fuhr**  
**Building a Consortium for Distance Learning: A Win-Win Model**

**Background Information**

In spring 1994, Plattsburgh State University began a distance learning program to offer licensed registered nurses the opportunity to complete their bachelor’s degrees from the only SUNY institution in northern New York State with an NLN accredited baccalaureate program. Using interactive videoconferencing we transmit live to 5 sites serving nine rural counties of the North Country. Extensive negotiations took place and a Memorandum of Understanding was developed and signed with each collaborating community college or four-year institution. Although two of the original five sites have been relocated since the program’s inception, the process for establishing new sites and interacting with the other colleges housing these sites has remained similar to the original process. The program has proved to be very successful, with 91 students completing the BS from the distance sites and approximately 130 students currently enrolled in the program.

**The Content of the Session**

This session will focus on the issues and concerns that occur whenever a number of colleges join together to support a distance learning effort. Cheryl Marshall, Coordinator of Distance Learning; and Janet Worthington, Dean of Lifelong Learning and Continuing Education; will identify the issues and concerns that Plattsburgh State University addressed when the program was initially developed, as it has grown, and as it looks to the future. Tom Fuhr, Director of Continu-
ing Education at SUNY Potsdam, and representative from Adirondack Community College will present the issues, challenges, and concerns of two of the hosting institutions, including:

—The roles of institution
—The benefits for participating institutions
—The policies that would assure cooperation rather than competition
—Fair compensation for services and facilities
—Variations in agreements
—Student support services

Participants will then form small groups to share and record their ideas and solutions regarding the issues presented. The concluding segment of the session will focus on sharing among the participants and the presenters, highlighting problem-solving approaches. At the conclusion of the session, the presenters will summarize the various ideas discussed and present a model (gleaned from their own experiences and the ideas of the group) that focuses on maximizing win-win procedures for institutions engaged in a distance learning consortium.

Mayer, Lynn
SUNY Learning Network
Doug Cohen
Lori Palmer
Caroline Manssino
Tales from Tech Support: Navigating the SLN Web Site So You Can Help Your Students Get to Class on Time

This session will cover technical and procedural issues related to participating in the SUNY Learning Network program. The SLN HelpDesk team will discuss and demonstrate ...
* Information available on the SLN web site for students, faculty, MIDs, and academic coordinators.
* The student password request process, the SLN Student Orientation, and access to courses.
* Faculty resources available in the SLN Faculty Center and SLN Faculty Orientation.
* SLN HelpDesk services.

McGiver, Terence
SUNY College at Cobleskill
Harald Abrahamsen
Angelika Hoeher
Susan Zimmermann
Incorporating Video in Instruction and Training Made Easy Adding Video to Student PowerPoint Projects in Introductory Humanities and Social Science Courses.

CIT conference presentations have introduced faculty to cutting edge technologies that have a major impact on many classrooms. For novice learners the conferences have provided the supportive and friendly environment that provided the motivation to engage in these technological high-risk behaviors.

At SUNY College of Agriculture and Technology we have sought to teach students, enrolled in introductory Humanities and Social Science classes, these skills soon after we were introduced to them. For example; after we learned PowerPoint skills at the May CIT conference, we created assignments that required students to learn and use these skills for the Fall semester. Ditto for asynchronous discussion groups, Blackboard, and web projects. We have been encouraged by the increased student interest, engagement and retention that went along with their new skills.

We will describe the skills that we have taught our students. We will demonstrate:
(1) How video is captured and edited,
(2) How sound and labels are added to the video,
(3) How video is linked to a PowerPoint show,
(4) How the whole show and video are saved to a CD Rom.

We will tape short interviews with willing audience members and use these tapes to create the video files. A small number of sample copies of the CD Rom will be distributed.
We will discuss the hardware and software that was used, the costs and lessons learned

Samples of completed student projects and the learning outcomes will be discussed by the four faculty involved at the Learning Outcomes from Video Enhanced PowerPoint Projects in Introductory Humanities and Social Science Courses

**McMillen, Sue**
SUNY College at Buffalo
Pedagogical Pitfalls with Graphing Technology

Technology-generated graphs provide the opportunity to choose both the dimensions of the viewing window and the scaling units. However, students often fail to understand the impact of such choices on the appearance of a graph. The visual presentation of data using current graphing technology is not without ambiguities or potential pitfalls. Not surprisingly, research has confirmed that students often misinterpret the graph they see displayed in a viewing window.

Students must learn to distinguish the essential graph features from the nonessential ones. However, a change of scale may cause the mathematically important features to appear less perceptually salient, resulting in a shift of the students attention to unimportant features of the graph. Also, important features may be completely hidden with certain scaling units. Thus students ability to manipulate scales is critical when working with graphing technology.

In addition, students must learn which features of a graph remain invariant under different scale and window choices. Scale choice can so alter the appearance of a graph that some students consider the same graph at different magnifications to actually be different graphs. For example, if a student repeatedly zooms in on a curve, it will eventually look like a straight line. The relationship between the scales chosen for each axis may also distort the shape of the graph displayed.

Instructors must provide students with activities that allow them to discover and understand the impact of choosing different scaling units or different viewing windows. Activities using both paper-and-pencil and graphing technology should be used.

Moreover, it is helpful if instructors can identify frameworks developed by students to explain the impact of scaling and viewing window choices on technology-generated graphs. Students frameworks may reveal problems in their thinking, but can also be used by the instructor to head off potential difficulties. In addition, a students framework can be a starting point for explanations or activities that lead to a correction or a refinement of understanding. Examples of such frameworks will be discussed.

**Mead, Kenneth**
Genesee Community College
Linux as a Desktop Alternative to Windows

Linux is a free alternative to the ubiquitous MicroSoft operating system. Linux, a clone of the Unix, was created in the early 1990s by hacker extraordinaire Linus Torvalds with the assistance of developers from around the world. Linux was developed under the GNU General Public License, a.k.a. “copyleft”, and is available for free download in countless shapes, sizes and flavors across the internet.

To many, Linux is considered to be the crown jewel of the open source movement — an arrangement where developers work together to modify a program’s source code and then openly publish these modifications. Because the code is freely available, bugs found in these programs are often fixed within hours, and the patches are released immediately.

Currently, Linux is used as an operating system of choice in high powered servers across the globe, but recently it has gained popularity as a desktop environment as well. Linux offers us an extremely stable, cost effective, and visually attractive desktop computing solution.

In this presentation, I will demonstrate the basics of the Red Hat Linux distribution and how it can be set up as a viable and complete workstation. In addition, I will show off a few of the most popular free software solutions that are available on Linux, and will provide many links on the internet where more information is available.
A few of the software packages I plan on demonstrating:

* KDE - an attractive, powerful windows environment.
* StarOffice - Sun’s free alternative to MicroSoft Office.
* GIMP - a free image manipulation utility
* Wine - Windows emulator - for running your favorite Wintel apps on Linux.
* Netscape - for web browsing and email.

and others...

If you are interested in seeing anything in particular, please send email to kjmead@genesee.suny.edu at least one week before the conference with your suggestions.

Mi, Hanfu
SUNY College at Oneonta
Student Perception of the Use of Chat in an On-line Graduate Literacy Course

Purpose and Overview:
The chat feature in a course management courseware, such as Blackboard, enhances and extends the students’ learning experiences by allowing live and real-time cross-integration of interactions between the course instructor and the students as well as among the students themselves through standard web browsers. With its increasing popularity on academic campuses, the text-based communications in an online class have begun to evolve, becoming more mobile and more flexible. Text-based communication can now take place anywhere for twenty-four hours a day and seven days a week. Consequently, the virtual classroom has become an important teaching tool in colleges and universities nationwide. Nonetheless, its benefits have yet to be realized. To ensure quality of teaching and learning in a virtual classroom environment, student perceptions must be recognized.

Participants:
Twenty-five matriculated master degree candidates enrolled in an on-line graduate literacy course in the Fall Semester of 2000 were surveyed. Ninety-six percent of the participants were practicing teachers, who had a wide teaching experience ranging from 1 to 6 years and taught English/Language Arts, Social Studies, Mathematics, Science, Technology, Special Education, and Music. Both the elementary and secondary teaching levels were represented with 14 Reading Education majors, 9 Secondary Education majors, and 2 Elementary Education majors. Of the 25 participants, there are 9 males and 16 females. The driving distance for the participants to campus was between 5 minutes to 75 minutes one way.

Procedure:
During the latter half of the course after taking part in the virtual chat discussions online for at least eight weeks, the students were asked to respond to a survey of 25 items, plus two open-ended responses.

Analysis and Interpretation:
All students who participated in the survey showed positive attitude towards the use of virtual chat in an online graduate literacy course. The mean derived from the survey is 81.68 out of a possible score of 100 with a standard deviation of 12.14. With creative and innovative ways of discussing in a virtual classroom, the students not only participate more actively in the course discussions, but also produce better quality responses demonstrated both in the individual postings for asynchronous discussion as well as in the chat transcripts for synchronous discussion.

Summary and Conclusions:
Much more research is needed, taking into consideration writing ability and typing skill.

Middlemiss, Mary Ann
Syracuse University
Maureen Thompson
Elizabeth Essman
Creating Learning Communities Online

LESSONS LEARNED: TEACHING IN AN ONLINE ADVANCED PRACTICE NURSING PROGRAM
Today, online education is part of a new educational culture with its own distinct characteristics, myths, opportunities and strategies for success. Although it is not an educational panacea for everyone, online education offers an important alternative for both students and faculty. It offers accessibility, flexibility, and diversity. Moreover, online education offers faculty and students the opportunity to become familiar and comfortable with technology and with a different pedagogical approach to education. As technology evolved, so has the ability to provide education to students across the country and around the world.

Since 1993, the presenters have been involved in a graduate nursing distance education program. Teaching and learning online was a new experience for us and for our students. Over time, our understanding of this pedagogy has transformed our educational process and what we have learned is contrary to concerns identified in the literature.

Our presentation will identify frequently encountered problems and propose strategies designed to improve online teaching. Specifically, the discussion will focus on teaching/learning strategies to maximize student-to-student and faculty-to-student interaction and assessment methods for improving cognitive, affective, and clinical learning.

Common problems we have identified over the last year include: (1) difficulty initiating and maintaining meaningful interaction and connectedness among faculty/students and student/students; (2) technology issues, including unreliable software, faculty and student unfamiliarity with technology and the demands of online education, and (3) difficulty in implementing comprehensive evaluations for both didactic and clinical components of the courses.

Strategies we have developed over the past year to manage these problems will be presented. Audience participation focusing on individual and institutional experiences with these and other relevant problems will be sought. Our experience with this form of pedagogy is that solutions always exist; it is up to us to find them. Our goal is to stimulate the development of an ongoing dialogue about this pedagogy.

Mike, Dennis
SUNY College at Buffalo
Enhancing Web-enhanced Instruction: Sheet-feed Scanners and Voice Recognition

Web-enhanced instruction is assuming a more prominent role in SUNY as campuses increasingly make tools such as Blackboard and WebCT available to faculty. Such technology affords considerable latitude with respect to document sharing and communication. However, these capabilities come with their own set of unique problems. For example, the provision of document sharing capability begs the question: How can faculty most effectively provide for the digitization of printed text? Should they rely on support staff and/or professional services, both of which require considerable lead time? Or, instead, should faculty &bite the bullet; and do their own scanning of printed documents? By the same token, the provision of enhanced communication capability (e.g., email, listserv, discussion groups) raises the specter of the time required of faculty to respond to the accompanying deluge of course-related email.

This session will explore these issues (i.e., document digitization and e-mail facilitation) with respect to two technological developments that have recently come into their own: affordable sheet-feed scanners and voice recognition software.

The experiences of one instructor in using these tools in conjunction with Blackboard delivered courses will be recounted. Specifically, I will relate (and demonstrate) how a $300 sheet-feed scanner expedited the digitization of printed material for the purpose of posting course documents. The strengths and weakness of various pieces of related software (e.g., optical character recognition software, document management software, format conversion software) will also be explored and demonstrated. In addition, the use of voice recognition software as a method of expediting electronic communication will be demonstrated and discussed. The benefits and limitations of such software (both Dragon and ViaVoice) will be explored, especially with respect to their use with e-mail software.

Milewski, Lisa
SUNY Training Center
Creating a Model for Faculty Development: What Can the SUNY Training Center Do for You?

What skills do faculty need in today’s higher education environment to enhance their teaching, scholarship, and improve student learning?

In this session, we will discuss the new program that is in place at the SUNY Training Center to assist SUNY Cam-
puses in their technology training and professional development initiatives. Campuses will share their current strategies, successes, and problems, as well as offer ideas on how ALIS and SUNY TC can assist them in furthering their efforts.

Topics for discussion will include:
* How campuses have integrated Teaching, Learning, and Technology Centers/Roundtables into their staff development plans
* Identifying those problems such as local politics, time, faculty resistance, and budget constraints and discuss efforts needed to overcome such obstacles
* Examine what SUNY (on a system-level) can do to enhance the recognition of Faculty accomplishments and scholarship with using technology and what is done on a campus-level?

Morse, Kimberley D.
Prentice Hall
Professor Plus Publisher Equals Technology Training Success

This case study examines the changing role of the publishing company and the University professor. The study is based upon the authors experience with two General Chemistry professors at the University at Albany during the fall 1999 semester.

In recognizing the challenges that professors face in learning and utilizing proprietary software, the author involved herself throughout the summer and fall with the task of training and evaluating the use of the text-specific software. The unique relationship was forged out of an increased desire to integrate the substantial technology support available with the General Chemistry textbook. This challenge was increased with the limitations of teaching in a large lecture setting. The General Chemistry technology included a text-specific web site, an instructor CD-Rom and a student CD-Rom.

In addition to training and evaluation, the author conducted a series of surveys designed to examine the student’s past and present use of educational technology. The findings help to understand their reluctance to utilize text-companion resources. The study concludes with suggestions for increasing professor and student use of technology and the publishers role in achieving that goal.

Mott, Molly
SUNY College of Technology at Canton
Teaching One Course via Three Instructional Modalities: Lessons Learned and Strategies Used

The opportunity to teach one course using three different modalities: on-line, interactive video and traditional campus-based has provided the instructor a distinctive and unique opportunity to compare learning outcomes, instructional tools, interactive strategies and student participation among the various modalities. Each semester the instructor has taught separate sections using at least two of these three approaches: online and campus-based in the fall semester, interactive video and online in the spring semester. The outcomes are surprising. Assumptions and preconceived notions regarding student learning and instructional strategies have given way to new experiences and paradigms of thinking.

Each modality has its own methodology for enhancing student interaction and effective instruction. Traditional classroom instruction utilizes immediate feedback and instructor presence as a catalyst for learning. Interactive video uses choreographed lectures or pieces of information chunked together and separated by activities to sustain student interest. Online instruction uses a variety of strategies that encourage discourse, promote subject matter exploration, establish classroom rapport and ultimately transform a cyber setting into a lively and vigorous community of learning.

While all three modalities require a slightly different approach to teaching, such approaches need not be exclusive of one another. Pedagogy can be adapted and transferred among the various instructional mediums. Interactive methods used in online teaching can equally enhance and invigorate a traditional class setting. Organizational skills gleamed from interactive video teaching can strengthen and reinforce traditional instruction, while lessons learned from the social environment of traditional classrooms can raise awareness of the value of responsiveness and sensitivity to students in a cyber environment.
Murray, Ann Marie  
Hudson Valley Community College  
Diane Jasinski  
Sue Kutryb  
Cherie Pash-Corr  
Linda Polhemus  
C-4 Yourself: Distance Learning Mathematics Courses at Hudson Valley Community College: Creation, Composition, Communication and Collaboration

Teaching mathematics in an asynchronous web-based environment poses specific challenges not faced in on-line text-based courses. A panel of five faculty members from the Mathematics Department at Hudson Valley Community College will discuss the construction and delivery of nine web-based mathematics courses from Beginning Algebra through Calculus II. Creation, Composition and Communication will be discussed along with Collaboration among faculty and textbook publishers. Administrative concerns and faculty contractual issues will be investigated. A comparison of the different course management systems and editing tools used for the creation and delivery of the mathematical content will be included. The department has provided students on and off campus with access to traditional on-campus mathematics courses through distance learning delivery systems including ITV and asynchronous web-based courses since 1992.

Nagler, Sylvain  
SUNY Empire State College  
Trying To Maintain Spontaneity in the Shift From Face-To-Face to Electronic Distance Learning: A Personal Account

Nearly all of my prior direct interaction with students has been in individual face-to-face contacts. It is the hallmark of the Empire State College model of individualized education. The essential character of this arrangement, in which the students and the mentor are the sole participants, allows for a degree of spontaneous exchange that enables and encourages an unparalleled degree of individualization. With my entry into the world of electronic distance education, I have experienced a fascinating contrast in process and outcome that has both intrigued and frustrated me.

My objective in this presentation is to highlight the differences as I have experienced them and the challenges that I, and I suspect many others who are similarly struggling with this transition, am confronting as I navigate my way through my first experience. Face-to-face meetings demand that students commit themselves to be present at a designated time and place, even if scheduling permits considerable flexibility. This imposition is absent when the exchanges between students and mentor need not be synchronous.

Yet, this benefit—the freedom for students to engage the mentor/teacher at times and in places that are uniquely convenient for them—has also evolved into what has become for me the source of great challenge. I have been accustomed to using our time together to explore with the students their understanding and skill level by posing series of questions designed to get them to probe more deeply into their assumptions and thinking. It is a process of inquiry that not only can assist the students to deepen their understanding of the subject matter but also, and this is of major significance, to develop and hone their critical thinking skills, a central learning objective of this question-answer-question approach.

The asynchronicity of the electronic model, while allowing exchanges not only between students and mentor but between students, makes this learning objective much more difficult for me to achieve. As a neophyte, the challenge has been for me to discover strategies to maintain the advantages of spontaneous give and take exchanges while exploiting the other benefits of electronic distance education.

Nepkie, Janet  
SUNY College at Oneonta  
Henry Steck  
Karen Volkman  
Glenn McNitt  
Virginia Anderson  
Technology, Educational Quality and Workplace Issues Asking Questions and Finding Answers About Quality and Work
Campuses throughout SUNY are studying ways to use new technology and work with new partners as a means of reaching instructional goals. Many campuses are offering courses through a variety of technologies, while instructional staff and administration seek economically viable ways to answer student needs via Distance Learning. The UUP Technology in Higher Education Committee will hold a panel discussion to address the following issues and offer opportunities for exchange of ideas, concerns and suggestions for successful use of technology:

1) Faculty and professional staff involvement in choice and use of new technology
2) Training for faculty and professional staff who use new technology
3) Maintaining traditional academic standards when using technology
4) Intellectual property rights of faculty authors and teachers
5) assessment and evaluation of faculty and courses using new technology
6) Reaching new student clientele through technology
7) Distance Learning: A Careful Look

**O’Shei, Patrick**
*SUNY Empire State College*
**Alternatives in an On-line Education, Teaching at a For-Profit College**

After five years of experience in course design and delivery on the SUNY Learning Network (SLN), I accepted an opportunity to be trained—and subsequently to deliver—an online course for Harcourt Higher Education (HHE). HHE is a for-profit college, which was granted its license to offer on-line degrees in business in August of 2000.

I have taught Math and am currently teaching a management course through the SUNY Learning Network. I have taught a management course and will be teaching a math course for HHE.

There are similarities and differences across the board between the following:

- Faculty Responsibilities and autonomy
- Use of Software and interface with Software
- Use of Web Resources
- Philosophy
- Online Environment

These topics and other observations will be covered in my paper and presentation.

**Pence, Harry E.**
*SUNY College at Oneonta*
**Fragmentation and Integration in Higher Education**

Ever since the beginning of the personal computer revolution, the development of technology has been affected by a tension between the individual’s desire for personal control and the institutional urge to exert central control. The first successes of the Apple II in business were driven by a hope of achieving emancipation from the main frame, and since then there have been repeated efforts to reestablish central control.

The continuing dichotomy is indicated by two current developments, large-scale industrial mergers (such as AOL-Time Warner) and the popularity of peer-to-peer programs, like Napster. Large media mergers are being driven by the expectation of digital convergence, the idea that a variety of traditional analogue functions will be combined into a single digital format that encompasses computers, television, movies, telephones, and other media. Companies are forming new alliances across what were formerly sharp divides to gain control over this potential development.

On the other hand, Napster seems to be mainly driven by a desire for individual control. Most discussions about Napster focus on copyright, but some students who are enthusiastic Napster users say that their main concern is gaining control over the content. As one student said, “Why should I have to listen to an entire CD in order to hear just one or two songs that I really like?” Clearly, the need for individual control is still important.

Universities and colleges have always experienced a tension between personal freedom and central control. The student unrest in the late 60s and early 70s shifted the balance towards decentralization, but more recently the political pendulum seems to have swung towards increased centralized management.
There are clearly legitimate reasons for central control. Decreasing the number of hardware and software choices available, makes support and training much easier. The campus support crisis is surely exacerbated by the lack of standardization. Most campus administrators now recognize that instructional technology is critical to the campus mission but are looking for ways to control spending and increase efficiency.

This paper will explore how these two opposing forces, central control opposed to individual control, have shaped current issues in instructional technology, such as technical support, faculty roles, information literacy, and information ownership.

Petrillo, Jay  
SUNY College at Plattsburgh  
Adirondack Roots Project

The Adirondack Roots Project comprises a consortium of various public and nonpublic schools of the North Country, along with Plattsburgh State University, and the Champlain Valley Educational Services BOCES. This consortium was formed to figure out various ways to help bridge technology disparity that existed in the area. As a result, the consortium was awarded a Technology Literacy Challenge Fund (TLCF) that provided the necessary funds to help bridge the digital divide. The funding provided an invaluable opportunity for teachers to develop strategies that integrated technology and addressed the New York State Learning Standards in the classroom.

The goal of this collaborative partnership was to make every school day more productive and rewarding for students and teachers of the North Country through enhanced literacy education using technology applications of skills. 64 educators received extensive professional development and participated in the peer review process to facilitate student-learning. That learning concentrates on the Adirondacks between World Wars I and II. Learning units focus on topics such as Prohibition, Economy, Mining, Paper Industry, Logging, Military, Farming/Agriculture and Immigration.

A local Website (http://adkroots.cves.org) is currently being developed. It will provide access to libraries, museums and historical societies, thus removing the necessity of travel and loss of educational time. The learning units will be shared by posting them on the Website and by creating CD ROMs. The CD ROMs will be made available to all the partners in the grant and will be a vast resource about this historical time frame and the region itself. Providing resources to the desktop will enhance student learning. Through the use of computers and technology, we can enrich and empower student-learning experiences via electronic resources and provide equity of access and opportunity to students in rural, economically-deprived areas. The interactive learning environment is the Internet itself.

These goals have been established to advance student achievement in education by using technology:


2. Acquisition of technology equipment to enrich and empower student-learning experiences via electronic resources.

3. Equity of access and opportunity to students in rural areas by providing Internet connectivity to bridge the digital divide.

4. Enhanced technology integration and resources.

5. Greater student achievement.

Pickett, Alexandra  
SUNY Learning Network  
Tammy Mooney  
Eric Fredericksen  
Institutionalizing SLN on Your Campus: Overview and Updates for the SLN “Campus Academic Coordinator” Community

Implementing the SLN program on your campus effectively requires coordination, not only among your internal campus offices such as with the registrar, bursar, financial aide office, book store, college relations, academic departments, administrators, and faculty, etc., but with the SLN administrative office. The format of this session will be a roundtable...
discussion based on those that attend the session and include a demonstration of successful models for coordinating and supporting online teaching and learning.

Whether you are a campus just starting out with SLN, or have been with us for years, you won’t want to miss this session! Join us for a frank roundtable discussion that has the potential to bring together as a community the coordinators from all 47 SLN participating campuses and serve as a catalyst for information sharing and networking between campuses on the many issues you face implementing and institutionalizing SLN on your campus.

Pickett, Alexandra  
SUNY Learning Network  
Tammy Mooney  
Making it Work: Building a Community of Support Through the SLN “Campus Academic Coordinator”

Hands-on Demonstration Topics will include:
Orientation to the SLN general website, the SLN Faculty Center, the SLN Campus Center, and the Student Gateway/ Commons Orientation to the Course Information Collector (CIC) and the Course Reconciliation Center (CRC)

Workshop Discussion will include the Role of the Academic Coordinator and Best Practices and strategies for building an effective community of support

Pickett, Alexandra  
SUNY Learning Network  
Mann Stephen  
Costanza Rick  
Prusch John  
Rob Piorkowski  
Developing a Course in the SUNY Learning Network

Faculty and administrators interested in learning more about what it is like from the faculty perspective to develop a course in the SUNY Learning Network can attend this workshop for the opportunity to build a practice course using the SLN Course Template. This workshop will outline the SLN faculty development and course design processes in detail, and participants will explore hands on the extensive features of the SLN Course Template.

Workshop Topics will include: 1) Orientation to the SLN Faculty Development and course design process, 2) Orientation to the SLN Course Template, the SLN web Course map and the online SLN Faculty Developer Gateway and SLN Faculty Center, and 3) Hands on work in a practice SLN Course Template. Participants can bring a course syllabus and will create a practice course using the SLN template CourseCreator Wizard. Workshop Discussion will include Best Practices and strategies in effective online course design.

Piorkowski, Rob  
SUNY Learning Network  
Alexandra M. Pickett  
SLN Course Showcase of Innovation: Show and Tell

SLN has gathered faculty from diverse SUNY institutions and disciplines to showcase their courses and discuss their experiences with “e-pedagogy.” Discover how online instruction in the SUNY Learning Network is an instructionally effective media-rich new learning environment from online SUNY faculty themselves. SLN instructional designers will present and discuss effective uses of hotlinks, web resources, and multimedia. We will examine how faculty have harnessed the web as a teaching tool. We will also explore the best practices in regard to student/teacher interaction and learn about the 3 kinds of interaction in an online course that significantly enhance student satisfaction and learning.

Piper, Travis  
Creative Approaches, Inc  
Kathleen Boje  
Selecting a Vendor for Technology-Based Solutions: Creating a Collaborative Venture

Your proposal for a multimedia project has been accepted, but do you have all of the necessary skills, software,
hardware, and people resources to get your project off the ground. You may be faced with gathering further expertise to make your project a successful one.

Whether you are seeking technology to solve a marketing problem or want to use technology to facilitate an e-learning or training program, when an organization decides to select an outside vendor, there are many “Do’s and Don’ts” to be aware of to avoid disasters. The speaker will share many of these lessons in a “tongue-in-cheek” approach (when the vendor says “We’ve added e-learning to our list of services”, they mean: “It isn’t our core business, but we feel we should be in it”). Join us in examining some approaches to creating collaborative efforts with vendors, with examples of some successes and some collaboration pitfalls that could have been avoided.

Prusch John
SUNY Learning Network

Steven Mann
Rick Costanza
Rob Piorkowski
Alexandra Pickett

Enhancing Your Online Course - a Technology Showcase

There has to be an easier way to use mathematical symbols for math and science online faculty and students. Come learn about an online shareware grade book and an online software to survey students for course evaluations. You will get a taste of MERLOT, the multimedia educational resource for learning and online teaching, where SUNY faculty can browse and contribute to a growing collection of discipline-specific online learning materials, simulations, learning objects, games, assignments, and reviews, and use them to enhance their online course and instruction. The purpose of this session is to showcase and inform you on the latest technology that you can easily use to support and enhance your online course. It will demonstrate a wide variety of virtual classroom tools, simulations, web sites, and unique programs that apply across many disciplines from the arts and sciences to the humanities and specialized fields of study. You will leave this demonstration inspired by all the innovative ways you can enrich your online course and also be equipped with the necessary information to make it happen. SLN experienced faculty are encouraged to attend!

Pruszynski, Chris
SUNY College at Geneseo
Chris Leckinger

Introduction to Computer Based Video Editing Using Final Cut Pro

The demonstration will take the user through the process of using raw video footage to create a final edited sequence. This will include capturing video/audio to a computer, assembling shots, adding titles, and then printing to videotape and exporting to the web.

Raimondi, Sharon
State University at Buffalo
Logan Scott
Liang Zhao

Video and Voice Based Surveys: A Discussion of Their Feasibility

The use of computers has dramatically changed the way data is gathered and analyzed. Although the trend to use computers has become common in the past two decades, only a handful of researchers have investigated its effectiveness to gather data. An even smaller number has examined the effects of using the computer to collect data from adolescents. A second trend is the growing use of surveys to gather highly sensitive and personal information from individuals including adolescents as young as age 9. Many believe the concern for the widespread use of illegal drugs and the escalation of the AIDS epidemic is responsible for this change. Most adolescents are reluctant to provide extremely personal information on surveys. The accuracy and reliability of surveys that collect this type of data is questionable. Limited studies indicate that youth seem to prefer using the computer to traditional paper-pencil surveys, especially when they touch on highly threatening topics. Using Computerized Self-Administered Questionnaires (SAQs) with youth seems to foster a greater sense of privacy and may increase their willingness to report sensitive information. While using the computer to collect sensitive information seems to be a positive trend for youth, it has not been fully investigated nor has the use of the computer with an audio component. This is particularly important for adolescents who are non-readers, learning disabled, have cognitive limitations or for those whom English is a second language. This session will describe the development of an audio based computerized survey and discuss the results
of a study that compared the use of an audio based computerized survey to collect sensitive information related to HIV/AIDs from adolescent mothers of minority descent ages 9-19 from the Buffalo area with the use of traditional paper and pencil self administered surveys.

**Rao, Thambrahalli**  
**SUNY College at Brockport**  
**Teaching Artificial Intelligence Using Java**

Artificial Intelligence (AI) is usually taught as an upper-level (junior-senior) elective course in most computer science programs. Usually, at least CS I and CS II are prerequisites for this course. Lisp and Prolog are the most commonly used programming languages. Most of the students who enroll in such a course will not have any background in such symbol-manipulation languages. This presents a serious dilemma to the instructor: Should one teach Lisp and/or Prolog as a part of the course, and use the remaining time for covering AI concepts? Or should one cover just the AI concepts and let the students program in their language of choice (C, C++, etc.)? Neither seems to be a satisfactory solution. The first option leaves too little time for concepts whereas the second puts too much of a burden on the students by making them simulate AI programming tools in some other language.

In this paper we explore the possibility of using Java as a language for writing AI programs. Most of the features that make Lisp (Scheme) or Prolog popular choices for AI programming, such as symbol and list manipulation capabilities, dynamic creation and execution of functions, etc. are available in Java (vectors, enumerations, iterators, inheritance, etc.). In addition, with its swing and awt packages, Java allows the user to accept inputs via GUI and display results visually and Java software is free. Java would make a good language for teaching AI. To investigate this further, we have programmed some fundamental AI algorithms such as breadth-first search and A-star algorithm in Java. Java features such as inheritance, abstract classes and interfaces can be used very effectively to write generic problem-solving programs without specifying the actual problem. In a classroom situation, students can be asked to write programs to solve specific problems using the generic problem solving tools. The instructor will not have to teach Java as a part of the course if CS I and II are taught using Java (which is quite likely). In this paper, we demonstrate the architecture of a Java program to solve problems using search and show how to use it to solve the 8-puzzle and shortest path problems.

**Reynolds, Paul**  
**SUNY College at Buffalo**  
**Meeting ADA Compliance for Department Web Pages**

The accessibility of web pages by vision impaired or physically limited users has become an important issue on college campuses nationwide.

The Faculty And Staff Technology Development Center (FAST) at Buffalo State College has been working to achieve ADA compliance of its department web pages for several months.

This poster session will explain the issues addressed and the approaches taken to be sure that the department pages at Buffalo State College are compliant.

**Ross, Susan**  
**SUNY College at Potsdam**  
**Peter Brouwer**  
**Scott Shewell**  
**Ethical and Legal Issues Related to Emerging Technologies, New Environments and Evolving Faculty Roles**

As various emerging technologies are increasingly used in college and university courses and curricula, it is important for faculty to monitor and reflect upon the ethical and legal challenges that accompany these technologies and the new environments they help create. This program is envisioned as a Birds of a Feather Session in which the facilitators will present concise summaries of particular legal and ethical issues faced by contemporary faculty related to intellectual property, Constitutional rights, unbundling of faculty roles, and academic freedom.

Following the introductions, participants will discuss the issues raised and, perhaps, raise additional topics. We hope that the discussion begun here leads to ongoing collaboration among participants. Here are some questions we expect to raise and discuss:
Does academic freedom legally rest with institutions rather than individual faculty?

Do faculty own the rights to materials they create for
(1) on-campus courses when it is later used for distance learning
(2) materials created specifically for distance education?

Do students hold the right to paperless works they create as part of their education

Should faculty receive additional compensation for developing distance education courses?

Are there important legal and ethical implications to unbundling traditional faculty roles?

Should public campuses have free speech zones geographical and virtual?

There will be three facilitators: Peter Brouwer, Susan Ross, and Scott Shewell. Peter Brouwer is Provost and Vice President for Academic Affairs at SUNY Potsdam. He has taught computer science at SUNY Potsdam and mathematics education at the State University at Buffalo. He holds a Ph. D. from the State University at Buffalo.

Susan Ross is Associate Professor and Coordinator of the Communication Program at SUNY Potsdam. She is also Director of the new Learning and Teaching Excellence Center (LTEC) at SUNY Potsdam. She holds a Ph. D. from Rensselaer Polytechnic Institute.

Scott Shewell is Director of Public Affairs at SUNY Potsdam. He earned a Bachelor of Science degree in Communication from Clarion University of Pennsylvania and a Juris Doctor from Widener University School of Law.

Samanta Sam
Finger Lakes Community College
Inverse Power Law Statistics — Self-Organization in Educational Environment

ROBUSTNESS of the SELF-ORGANIZING SYSTEMS
Consider a pile of sand, or dry beans. The conical shape of the pile is preserved no matter how large the pile ‘grows.’ Sand pile avalanches maintain a ‘critical state’ where each sand grain has a potential to trigger an avalanche of unpredictable size. An inverse power-law relationship is found through a logarithmic plot of the frequency vs. size — the slope corresponds to the numerical value of the power. Similar statistics has been observed for phenomena such as earthquakes, meteor strikes, biodiversity, stock market, city size distribution, and the Internet. The morphological branching in space (fractals) and similar distribution in time domain (chaos) make the systems robust against sudden changes in the environment.

NUMBER of WORKSHOPS COMPLETED by INDIVIDUALS at FLCC
A few people attended 10 or more workshops, whereas a large majority of people attended only one or none of the workshops offered. Using size variable as the number of workshops attended by an individual and frequency variable as the number of individuals associated with a given size it was found that frequency was inversely proportional to the square of the size.

DISTRIBUTION of the SIZE of PURCHASE ORDERS (POs) at FLCC
The raw data of just the dollar values of POs was analyzed for 1996-2000. There were 812 (frequency) POs of size of $1000 (values between $500 to $1000), and 201 POs, frequency, of size $2000. Using a LOG-LOG plot of frequency vs. size, slope was found to be close to -2. Thus frequency is inversely proportional to the square of the size (dollar value) of a PO.

PLANNING & FORECASTING
Numbers of searches (size) conducted by students per log-in sessions (frequency) using remote access of library services at FLCC appears to follow similar inverse power law distribution. Thus few ‘power users’ may skew the ‘average’ number or behavior that we plan for provisioning technological and other support resources (such as counseling). There is no such thing as an ‘average’ for inverse power-law distribution — a hallmark for self-organized systems evolving ‘naturally’ while maintaining a ‘critical’ state through ‘avalanches’ of all sizes! We should also recognize that the forecasting for longer time intervals is progressively more difficult — chaos in weather is a perfect ex-
Implementing a Campus-wide CMS with Blackboard: Employing a Team-based, Collaborative Approach at University at Buffalo.

In the Fall of 1999, the University at Buffalo charged a task force with investigating available course management systems with the goal of identifying a replacement for the TopClass product that we had used for several years. At that time, there were about 60 classes with approximately 2500 students on the TopClass system. In the Spring of 2000, the task force selected Blackboard's Courseinfo 4.1 product.

Planning: A cross-functional team was assembled to create a plan to handle all facets of the transition from TopClass to Blackboard in time for Fall 2000 classes. Included in the plan was provision for hardware evaluation and selection, administrative support, student and faculty support and training, documentation, and help desk support.

Implementation: During the summer of 2000, the Blackboard implementation team executed their plan. Although the original goal was to provide service for former TopClass users, shortly after initial training sessions were announced, it was clear that the demand for the new system (which was considerably better designed and easier to use) would grow well beyond our initial expectations. By the end of the add/drop period, we had 170 courses and 8500 users. As a result, we experienced some technical and support problems which required us to implement emergency (short term) system upgrades and create a long term system expansion plan for our projected growth. During this period we were in constant contact with faculty using the system. As a result, we were able to enlist their support in using their experiences with the Phase 1 pilot to improve reliability and service support for the Spring 2001 Phase 2 Pilot.

We have made improvements to all aspects of our initial implementation including technical configuration, faculty training, student training, communication, and documentation. We have also developed course retention and archive policies and procedures. Without any marketing or promotion, our current system is at full capacity. Campus demand for Blackboard continues to grow and we expect to be implementing Blackboard 5.3 Enterprise by Fall 2001. Initial courses were largely undergraduate but several Deans have expressed interest in using Blackboard for all graduate courses within their decanal areas. Faculty collaborators have expressed satisfaction with the system and reported enthusiastic student response.

We would like to share our lessons learned with our SUNY colleagues.

Using Speech Technology in Research and Clinical Education

Members of this panel will demonstrate the use of three different speech technologies used in undergraduate education to teach students research and clinical tasks in speech pathology and linguistics. We will begin with an overview of the technologies that permit rapid acoustical analysis of speech, displaying fundamental frequency, waveform, spectrum, temporal parameters, vowel formants, consonant transitions, etc. We will then show three signal processing systems that have been used in directed research and clinical studies by undergraduate students. The first system we will show is the Kay Elemetrics Computerized Speech Laboratory (CSL). The CSL is a highly flexible digital signal processing system that permits waveform editing and a variety of acoustical analyses including FFT spectrums, LPC filter response, frequency and formant histories, and spectrograms. We have used this system in experiments on the ample.

(See http://snyflcaa.fingerlakes.edu/~samantpg for a link to SCI 137 CHAOS: The Self-Organizing Universe, a course offered through the SLN.)
effect of simultaneous communication on acoustical parameters related to speech intelligibility and naturalness.

Next we will show the Kay Elemetrics Visipitch. Visipitch systems have been used for acoustical analysis of speech in number of clinical programs in communicative disorders and sciences, primarily in documenting clinical efficacy with voice disorders, resonance disorders, and speech of persons with neurological disorders or deafness. Finally, we will show the Tiger Electronics Dr. Speech Science application that has been used in a number of linguistic research studies, especially field studies of different languages. We will demonstrate how this technology has facilitated cooperative faculty-student projects that have advanced students’ skills and independence in clinical and research work.

Schneggenburger, Mark
SUNY College at Buffalo
Timothy Bleiler
Brian Schroeder

Technical Discussion of the Development of a Multimedia Authoring System

MOLE (Integrated Manager of Learning Environments) is a modular set of program code, data, and media that are combined to give instructors tools for creating computer-based study aids. iMOLE provides instructors with tools for creating and organizing content. Content organized with iMOLE can be shared with other iMOLE users. iMOLE will automatically combine the work of several instructors, allowing them to easily share their instructional content in team-taught courses. Instructors organize their courses based on their own mental model of the content, not on a computer programming model. The instructor decides what instructional strategy or strategies to use and then develops and organizes the content.

There were several technical issues addressed before the iMOLE development process began. The program is cross-platform, running under the Windows 95/98/NT, Macintosh and Unix systems. It also provides support for multimedia operations such as image/graphic manipulation, drawing tools, movies, and sound. The tools and interfaces are developed as individual modules that can simply be ‘plugged-in’ to iMOLE. This design approach allows multiple programmers to develop the iMOLE modules independently. iMOLE is also able to apply custom appearance sets to an interface without any code modifications and the interface is scaled to run under any screen resolution.

iMOLE provides students with a ‘viewer’ program that accesses the instructional content. Instructional content is located on a local hard drive, CD/DVD drive, local area network, or an Internet site referenced by a URL address.

There are several benefits for faculty, students and the university.

Benefits for faculty: customized authoring tools enhance efficiency, enable easy content-sharing between courses, facilitate team teaching, enable the team’s ability to use multiple instructional strategies from the same content, provide automatic generation of tests and evaluation that is tied to the content, and free users from the need to learn a computer programming language.

Benefits for students: customized authoring tools change ineffective teaching strategies quickly, make multiple instructional strategies available, build-in comprehensive testing and evaluation for learning purposes, and provide properly developed content which will result in deeper knowledge in less time with better retention of acquired knowledge.

Benefits for the university: customized authoring tools present a cost-effective method which requires minimal computer programmer staffing, enable faculty to focus on content rather than the computer, provide a set of standard authoring tools, create ability to innovate quickly, set in motion rapid improvements to instructional programs, and initiate core program improvements that affect all existing content without faculty involvement.

Schroeder, Brian
State University at Buffalo
Raymond Dannenhoffer

3D Modeling/Animation - Expanding the Horizons in Medical Education

The power of 3D modeling has long been used in engineering and architectural education. With the advent in recent years of more powerful, less expensive computers, 3D and 3D-related software—and or data sets (e.g. The Visible Human Project)—the technology’s unique advantages over some traditional medical educational practices are now
Learning to understand individual parts and functions of human anatomy is difficult. But, medical students must also understand the growth and development of the anatomy. The use of two-dimensional diagrams in books to convey complex three-dimensional anatomy and spatial relationships is daunting for most. Often, dependable, repeatable instruction is necessary to convey the lesson but is not readily available when the student needs it. Such is the case with the human digestive tract, or gut. Its progression from a small, short, simple, straight tube, surrounded by a simple membrane to a complicated and lengthy mass of contorted, multi-layered and directional tissues is enough to perplex even the brightest individuals. The spatial relationships of these organs change over time and need to be understood. Still images do not convey this dynamic process well.

This presentation will describe a 3D model and animation created to facilitate the learning process. It models the growth, and rotational development of the intestinal tract and supporting tissues. Students use the animation to view any combination of intestinal structures in isolation or as a whole. The student also has the opportunity to see the structures and their relationships in a more realistic and accurate fashion, from any angle throughout the growth process.

The instructional benefits of the animation are that it is self contained, repeatable, student controlled, and does not require the constant support of an educator.

Schulman, Paul
SUNY Institute of Tech at Utica/Rome
William Thistleton
Teaching Visual Perception With Macromedia Director 8

Perception is the subjective apprehension of the world and arises from the way that organisms process environmental information. A course in Visual Perception must refer to knowledge from several sciences. The main pedagogical problem lies not with these sciences, but elsewhere. Students often cannot grasp the subjective phenomena we are trying to explain because textbooks and blackboards often cannot reproduce them, and where they can, they do so only in a weakened form. Textbooks are two-dimensional and static and can only be read in good light. The world, however, is three-dimensional, in constant flux, and is sometimes viewed at night. Computer displays may be three dimensional and dynamic, and may be viewed in dim illumination. Since they are interactive, they allow students and researchers to acquire data.

We have been using Macromedia Director 8 Shockwave Studio to create experiments and interactive classroom demonstrations. Macromedia Director 8 creates powerful displays for student demonstrations and research.

Using Director we have reproduced classic experiments in perception, many of which cannot be reproduced in a text. These include:
1. Dark Adaptation: In a dark room, after looking at a white screen, students continuously adjust the brightness of a spot so that it is always just barely visible.
2. Brightness Contrast: We reproduce the classic Wallach brightness demonstrations in which two figures that are distinctly different in brightness look equal as long as they have the same ratio to their background brightness.
3. Visual Aftereffects: We can demonstrate such classic effects as the McCollough effect and motion aftereffects and measure them.
4. The Moon Illusion: We reproduce the classic Kaufman and Rock experiment on the moon illusion. We have students adjust the size of the moon at zenith to equal that of the moon on the horizon; using stereoscopic (3D) cues we also have them adjust the apparent lunar distance.

These demonstrations can be done in a computer lab, or, using the Director 8 Publish command, they can be placed on a Web site where students can view them at their convenience.

Our collaboration involves a mathematician and a psychologist. Each of us brings his area of expertise into the design and construction of these displays and has increased the array of displays available to students. A future direction will be the tabulation and analysis of user input instantaneously in the classroom.
Schwob, Timothy
SUNY College at Potsdam
Infusing Technology into the Pre Service Teacher’s Curriculum

This poster session will highlight pilot projects developed by education and liberal arts and sciences faculty to utilize technology to enhance the curriculum of pre-service teachers. Examples of activities making use of instructional software will be described, and further information regarding the important components of the project will be available.

The work was supported by a Department of Education "Preparing Tomorrow’s Teachers to Use Technology - Capacity Building" grant awarded by the Department of Education to the State University of New York College at Potsdam.

Selleck, Erwin
SUNY College of Technology at Canton
An Asynchronous Internet Laboratory Course for Earth Science

The internet now contains a wealth of sites with interactive Java applets and programs that may be used with the TopClass template forms to create interesting activities. For instance:

A Danish applet allows one to determine the sun angle and hours of sunlight at any location on earth.
A template from Syracuse University makes it possible to vary the size and shape of a planet’s orbit as well as the mass of the sun to find an orbit.

MapQuest has interactive topographical maps of any location in the US with fairly good resolution.

In addition some locations have complete public domain laboratories to which Topclass may be linked. The earthquake laboratory produced by the California Department of Education is an example.

It was felt that students needed hands on experience with rocks and minerals. Bags of rock samples were mailed to students who were required to classify and identify the samples according to the numeral and color of the numerals placed on the samples.

Grading was based upon essay responses graded by the teacher and objective responses graded by the computer. Students who did poorly on a lab were encouraged to repeat the exercise.

There are gains and losses in this kind of lab. Some primary experience is lost. The student does not actually handle much lab equipment. In other dull cases charts and tables are replaced by more interesting interactive applets. Rather than talking directly with the lab instructor a student communicates primarily by Instant Messenger or E-mail.

Students like the self paced program. The number of students in the class is not limited by the amount of laboratory equipment or the size of the lab. Grade distributions are approximately the same as the course was traditional in laboratory class.

Shea Peter
SUNY System Administration
William Pelz
Craig Lending
Carla Meskill
Eric Acree
The Best of MERLOT (Multimedia Educational Resource for Learning and Online Teaching)

MERLOT, Multimedia Educational Resource for Learning and Online Teaching, consists of several interrelated parts. The key features are the abilities to browse/search learning materials and members. Visitors can locate learning materials within their disciplines as well as colleagues who share their discipline/interests.

MERLOT is a place for teachers and learners worldwide to join an academic discipline-based online community where they can:

Discuss teaching and learning issues with colleagues located anywhere
Participants in this panel include SUNY sponsored members of MERLOT peer review teams in different academic disciplines. These include Biology, Information Technology, Math, Music, Physics, Psychology, Teacher Education, and World Languages. The panel will provide a general overview of the project and share the best teaching and learning resources in the MERLOT database.

Panel Members, Affiliation, Discipline or Role

Eric Acree, University at Buffalo, Information Technology
Mark Campbell, SUNY Potsdam, Music
Craig Lending, SUNY Brockport, Biology
Carla Meskill, University at Albany, World Languages
William Pelz, Herkimer County Community College, Psychology
Anthony Phillips, University at Stony Brook, Math
Robert Pompi, University at Binghamton, Physics
Richard Staley, SUNY Oneonta, Teacher Education
Peter Shea, SUNY Advanced Learning and Information Services, Project Director

Shea, Peter
SUNY System Administration
Lynn Usack
Paul Johnson
Martha Pedersen

Course Management Systems (CMS) Evaluation

This session will present both a qualitative and quantitative report of the evaluation of course management systems conducted by the SUNY CMS Subcommittee. The evaluation was conducted with the assistance of twenty five instructional support professionals from across SUNY and represents a comprehensive assessment of three popular Course Management Systems - Blackboard, WebCT and TopClass. Results are based on a full day, hands-on investigation of these three packages in regards to their ease of use in accomplishing the ten most common tasks of CMS users. The presenters will discuss the design of the assessment as well as data analysis and results. In addition to learning the results of the evaluation participants in this “birds of a feather” session will help us define the next phase of this project. Possible areas for scrutiny include: CMS administration; other CMS candidates; improved survey instruments; and tools for campus CMS evaluation and selection.

Shea, Peter
SUNY Systems Administration
Alexandra Pickett
Eric Fredericksen

Student and Faculty Satisfaction in the SUNY Learning Network

This session will present results of two SUNY Learning Network surveys - the Fall 2000 Student Satisfaction Survey and the Fall 2000 Faculty Satisfaction Survey. Based on the replies of more than 2600 student respondents and over 300 faculty respondents, the Fall 2000 SLN Satisfaction Surveys add to the largest collection of data assembled on the feelings of online teachers and learners and are among the most reliable sources of information on Internet-based higher education today.
Shea, Peter  
SUNY System Administration  
TLT Center Directors Forum

This session will provide a forum for a follow-up discussion for attendees of the annual TLT (Teaching, Learning, and Technology) Center Directors Meeting. Topics will include updates on the SUNY TLT Cooperative, TLT Roundtables, Virtual Teaching Learning and Technology Centers, Emerging Technologies, and Course Management Systems.

The session will be highly interactive and a great opportunity for Teaching, Learning, and Technology Center professionals to network and catch up.

Siddiqui, Khalid  
SUNY College at Fredonia  
Junaid Zubairi

On-line Asynchronous Learning of Information Technology

Recently the “schooling industry” is faced with an inescapable demand to redefine its endeavors in terms of producing learning, rather than providing instructions. Accepting this challenge, we developed a hybrid learning model for both the traditional and distant students. One of the major components of this model is the web-based asynchronous learning and interaction. We review the available avenues of traditional, distance and interactive learning and offered a model that we prepared for both the campus and off campus students. The model is composite of interactive classroom, web-based lectures and presentations, video-conferencing, and traditional instructions in an optimized way to achieve the goal of high quality technical education in information technology and computer science. The availability of lecture notes and other course material on the web make it a 24x7 hour classroom. On-line interactions among the students and instructor ensures student participation from all locations and optional conventional teaching and discussions in a classroom setting strengthens student-teacher relationship and reinforces the course material in the minds of students. The model is naturally suitable for instruction in information technology. For example, homework, programming assignments and examinations can be entirely administered on-line. Therefore, we believe this model offers one of the best opportunities to traditional as well as non-traditional students. This paper presents the hybrid learning model and discusses the opportunities and challenges of the web technologies for the education of Computer Science and Information Technology. Through this hybrid model we have already successfully offered several courses in the Computer Science program at SUNY Fredonia with students registering from across the nation.

Simon, John  
SUNY College at Geneseo

Use of Spreadsheets and Simulation in the Teaching of Introductory Statistics

The electronic spreadsheet is a great tool for teaching statistics - facilities for visual representation of data and ease of computation make it an ideal instrument. But the possibility of conducting simulations on the spreadsheet opens up an avenue that is lacking in the teaching of traditional statistics - that of experimentation. Throwing coins and rolling dies are tedious if done over a hundred times, and biased coins with a specific probability for heads are hard to get. Computer simulation allows the possibility of large runs of complicated random scenarios. Many simulation languages are currently available on the market, including some that use spreadsheets with add-in software. But they tend to cover up the simulation aspects in a black box, without letting the user fully understand the process. Doing simulation directly on the spreadsheet (without any add-ins) have the benefit of exposing the process more clearly to the user so that the user has more confidence in the process and outcome. In this presentation we will demonstrate how the random number generator in Microsoft Excel can be used for simulating increasingly complex random phenomena, starting with the simple coin toss. Some of the simulations to be presented are waiting line models and evaluation of project completion times for projects whose activity times are random. The key to running the simulation is to build the model (some aspect of which is random), and repeatedly recalculate the spreadsheet while storing the result from each recalculation. The storage is done through a simple macro created for that purpose.

Smith, Glenn  
State University at Stony Brook  
David Ferguson  
Janice Grackin

Mathematics by WEB-based Distance Education: What Instructors Need
The Web-environments supporting the current proliferation of distance education college courses do not provide adequate tools for discourse on the mathematical problem solving vital to math and math-related courses. We conducted a qualitative study of the needs of professors teaching mathematics over the Web to determine what tools are available to them, to what extent the tools meet their needs and what additional tools need to be developed.

In a needs-assessment of 40 Web-based distance education math and math-related instructors across the nation, the instructors declared, “It has been an extremely frustrating experience teaching math online...”, and “This aspect of my Internet course is the most discouraging. I find myself spending an exorbitant amount of time responding to students mathematically [because the infrastructure does not support it] and not enough time teaching. If this doesn’t change, it will eventually be the reason why I give up teaching mathematics on the Internet.”

In response to our mentioning our plans to address the problems, the following comments were made: “Your project sounds very timely and useful”, and “Yes! I am so glad that you are working on this project.” The instructors consistently asked for a common set of tools, i.e., the ability to put equations and mathematical notation directly into online postings and threaded discussions, a drawing tool for creating conceptual sketches, a graphing calculator, an equation solver, and the ability to import files from some common math software such as Excel, Mathcad, Mathematica, Maple, etc.

We also evaluated how some major distance education providers (SLN, WebCT, and Blackboard) meet the needs of mathematics instructors.

Based on instructor needs and the current state of distance education providers, we make some recommendations and discuss a prototype system, MathThread, under development. The technology-based format of MathThread also offers an opportunity for research focused on race, ethnicity, and gender variables and how these relate to math learning in an online environment. Previous research in technology and social psychology offers support for opposing hypotheses regarding the impact of a technology on women’s learning; while technology-based formats may offer women the opportunity to ask questions in a more private, less threatening and less anxiety-provoking manner, the technology may also be off-putting to women students who may feel less technically competent than male students.

Smith, Coralee
SUNY College at Buffalo
Ellen Price
Rebecca Avery
Michele Skora
An Interactive Classroom Odyssey: Linking College Students with Elementary School

The purpose of this demonstration is to exhibit, explore, and discuss the interactive capabilities of the web-based application, Blackboard.com. (http://www.blackboard.com/courses/EDU315Smith). Blackboard.com is currently used in EDU 315: The Teaching of Mathematics, Science, and Social Studies for preservice elementary teachers enrolled at Buffalo State College within a Professional Development Elementary School Partnership. This represents a collaborative partnership among college faculty, school administrators, practicing teachers, and preservice teachers in an elementary school environment using interactive technology. The creative collaboration and viewpoints of college faculty, preservice elementary teachers, and elementary teachers will be represented in real-time usage involving course creation, course notes, interactive discussion groups, assessments using on-line capabilities, Internet resources for teaching, and feedback from participants using Blackboard.com.

Stoner, Anita
SUNY College at Cortland
Faculty Multimedia Project Showcase at SUNY Cortland

10 Faculty each spring receive a small grant to produce a multimedia component for a course. As the campus multimedia support specialist, I worked with most of these faculty members. Several have given me permission to demonstrate their projects. I will answer technical questions about the tools used in creating the projects and the process involved. Many of the faculty chosen for these grants were novice users.
This panel will discuss the process of multimedia development for the classroom. Panelists will share personal experiences and the strategies they implemented to learn the tools for multimedia production. Everyone will show a sample of his or her project. Projects will vary, and will likely include:

- an interactive historical mathematical 3D model of the spiral of Archimedes
- video clips of math and science teachers interacting with students (for an education course)
- a weight training instructional video web site
- slides of maps, photos, paintings, and historical documents for a GIS course

The SUNY Cortland Multimedia Specialist will facilitate and also be available to answer technical questions from the perspective of multimedia support.

These SUNY Cortland projects, and other multimedia grant recipient projects, also will be available in a demonstration session.

Sugarman, Rob
Tequipment Incorporated
Choosing the Proper Tools for an Effective Electronic Classrooms

Building E-Classrooms creates both opportunities and challenges for the Educational Institution, its design team and its instructors.

Major factors that have an effect on satisfaction, teaching and learning include ergonomics, environmental conditions, faculty training, staff partnerships, seamless fusion of technologies, and technology integration into the curriculum.

Most universities pay little attention to proper design, research and implementation planning. What emerging technologies actually make learning efficient and more enhanced is still a dilemma. The ability of an E-Classroom to focus student attention requires more tools than most E-Classroom are designed with. Simply placing computers and software into a classroom does not, in and of itself, create an effective learning environment. Models for successful E-Classroom design are still being defined.

The presentation will cover the specialized area of choosing technologies to create a successful E-Classroom.

Emerging technologies like Broadcast-On-Demand Systems and Interactive Whiteboards have changed the look and effectiveness of E-Classrooms. The most common and most effective teaching methodology employed throughout the world is based on live instruction in a classroom environment.

The design philosophy behind broadcast-on-demand or distributed-switching- technology (DST) is one of integrating the familiar instructor-lead classroom-based training model with modern computer and communications technologies. Through DST, teachers have access to a set of powerful tools for sharing information in today’s E-Classroom. Tools for presenting information, tools for monitoring student comprehension, and tools for managing classes that can span multiple classrooms and multiple locations.

Interactive whiteboards create a dynamic learning environment by combining the power of a computer with the simplicity of a whiteboard. They maximize classroom effectiveness by running a variety of multimedia from a single location. These devices offer the resources necessary to interactively present curriculum and share ideas. They focus student attention, inspire instructors to create new and innovative presentation styles and as a result inspire the students being taught.
By combining these two technologies, efficient, more effective and innovative teaching methods are achieved. Critical thinking is enhanced and effective collaborate teaching results from properly designed E-Classrooms.

The presentation will explain the uses and implementation of Distributed-Switching-Technology and Interactive Whiteboards, what they are, how they work, and the benefits of these technology in an Electronic Classroom.

Tahar, Mohammed  
SUNY College at Brockport  
Use of PC's with Generic Physics Experiments For College Physics

Traditionally, one used to acquire special packages (software/hardware together) to do physics-specific laboratories. Now, there are transducers that translate any physical quantity (pressure, temperature, position) into a voltage. Data acquisition boards plugged inside a PC can measure that voltage and record its time variation into memory or hard drive. This makes it possible to design any physics lab and use the PC to get the data and its analysis done in a three-hour session.

We have implemented this in our physics laboratories at SUNY Brockport, with experiments ranging from the free fall without sparker, fall along an incline to the harmonic oscillator, among others.

This presentation will explore the hardware and software used in the design of some of the physics experiments as a direct application of electronic technology.

Teres, Michael  
SUNY College at Geneseo  
Digital Imaging - Using Photoshop Across the Curriculum

Photoshop is the most frequently used image-manipulation and photo-retouching software employed to work with still-picture editing, cleaning up photographic imperfections, enhancing and manipulating photographs, and creating computer generated painted (raster based) graphics. It is the primary tool of digital image makers and photographers today. Photoshop has had a major impact upon image making, photographic thinking and production. It has provided digital artists with imaging capabilities unimaginable only a few years ago.

There isn’t a digital image maker who has not worked in some way or another with Photoshop. A Photoshop image is now a generic term for a kind of image that we see more and more in the expanding universe of digital images: on the walls of museums, on the Web and in print. It is the “Kleenex” of digital tissues, the “Xerox” of image copying and manipulation. It is ... well ...Photoshop.

The skill level of the Photoshop user varies widely and is dependent upon training, self-learning and the imaging requirements of what needs to be accomplished. A great number of technical support facilities within SUNY colleges and universities make use of Photoshop on a daily bases, but I am not aware of any study done which shows how pervasive is the use of Photoshop across SUNY’s curriculum.

We will lead a discussion centering on how best to address the needs of the Photoshop user. We ask these questions: Should there be an annual SUNY-wide Photoshop conference? or a SUNY Photoshop User Web page? Can we create any alliances with Adobe for free Photoshop seminars for SUNY? A topic that has been discussed and to my knowledge has not ever been resolved is SUNY group software alliances with Adobe and third-party software publishers of Photoshop filters and other enhancements.

I have made arrangements with a few of my directed-study students to be available as tutors during the CIT’01 conference in the Art Department SCAP lab in the Brodie Fine Arts building to demonstrate and tutor interested conference participants in Photoshop.

Thompson, John  
SUNY College at Buffalo  
Using Blackboard.com to Offer College Courses

The digital age is here. The Internet can transform the way college instructors teach in the digital age. Using an Internet infrastructure provider, such as Blackboard.com, any instructor can take his/her courses online without having
to learn an Internet programming language.

E-learning, distance learning, virtual learning, Internet- (or Web-) based learning, and online learning have been used to describe using the Internet to deliver courses. Depending on the level of dependence on the use of an Internet infrastructure provider, an instructor can either enhance existing courses (i.e., web-enhanced) or deliver courses totally over the Internet (i.e., Web-based). This presentation will examine both methodologies from the perspective and experience of an instructor who has taught both Web-enhanced and web-based undergraduate and graduate courses using Blackboard.com. Learn the most effective ways to infuse this new technology. Hear how will participants respond to this new learning environment.

The presentation will explore use of the Internet to show how instructors can incorporate an Internet infrastructure provider into their courses. Actual courses will be visited as the examples.

**Toma, Kiyo**  
Adobe Systems  
Bob Long  
Kevin McGrath  
**Building Media Rich Sites with Adobe GoLive 5 and Premiere 6**

Building Websites today requires more than just HTML text and images. It now includes rich media like streaming video and animation. Adobe Systems Inc., will be presenting two products: Premiere 6 and Adobe GoLive 5.

Premiere 6 is a simple yet powerful video editing tool (available for both Macintosh and Windows environments), with new features like tight integration with digital video cameras and the ability to export to streaming video formats.

GoLive 5 is an industrial strength Web authoring program, with support for both WYSIWYG and custom HTML code authoring. GoLive 5 integrates with Adobe Photoshop and Illustrator and provides robust support for streaming formats as well.

Take your educational Websites to the next level by creating cost effective streaming video solutions today!

**Trainor, Donald**  
State University at Buffalo  
Sara Saldi  
Fred Kwiecien  
**Preservation, Access, and Fund-Raising: Digitizing Images from a Unique Library Collection**

Many of the volumes in the Robert L. Brown History of Medicine Collection are too fragile for public display and therefore require special viewing by appointment. In order to increase access to these materials, the Library entered into a partnership with iMedia, a campus instructional media support service.

Through careful scanning and image enhancement techniques, plates from various volumes were reproduced. Low resolution versions were made available for viewing on the web. Students and faculty now could research portions of the collection remotely, at their convenience, and without increased handling of the original materials. Once digitized, those images were preserved even if further deterioration of the original volumes occurred.

The first images selected for the project came from offizinellen Gewachse, a four volume edition of pharmaceutical plants and their medicinal uses, published in German in 1863. These striking images were selected for their visual appeal and general interest. High resolution files were output as large digital prints for permanent exhibit in high-traffic areas of the Library, generating additional interest in the se and other original works in the History of Medicine Collection. This exhibit became a jumpstart for a larger beautification project involving other public areas of the Library.

Due to continued interest and encouragement from Library staff and patrons, sets of limited edition note cards and prints suitable for framing were made available for purchase, and are currently sold as a fund-raising source for the Library. Sets were also purchased by the University’s Development Office to be given as gifts and promotions to University donors. Some of these images are available for viewing at iMedia.buffalo.edu/art/
Umber, Robin  
SUNY College at Brockport  
Using HyperStudio to Support Multiple Levels of Learning

HyperStudio is available in many elementary school classrooms. Students are often asked to construct reports using this program. However, one of the strengths of HyperStudio is that in constructing the report, taking advantage of the linking capabilities of this program, students must consider how information in interrelated. As students think through layers of meaning and connections among pieces of information, they develop greater understanding of topics. However, much of the students’ thinking about their topic is lost in viewing the final product, or insights are assumed based upon the connections made in the stack. Therefore, when engaging my students who are preservice teachers with HyperStudio I had several concerns: How could I help the preservice teachers to understand that the learning that would occur among their students when constructing HyperStudio stacks was at least as important as the product? How would I get at the metacognitive aspects of stack construction with my students? What benefits would my students see to using HyperStudio with their students? What problems would they anticipate when using HyperStudio with their students? How would HyperStudio projects connect to each preservice teacher’s beliefs about how students learn and their educational philosophies? These are the questions I am in the process of answering this semester as I work with preservice elementary education teachers.

In a poster session with demonstrations of class work and reflections, I would like to present my responses to the above questions after working with preservice teachers on their own HyperStudio stacks. As part of this presentation, I will provide the pedagogy that reflects the type of activities and learnings I initiated. I also will discuss how this experience helps me plan for using HyperStudio with preservice teachers in the future in this and other courses. I believe it is crucial that preservice teachers come away from education courses with more defined beliefs about their own teaching and understandings of why they would choose to do particular activities with their students based on their beliefs. I would like to share this work with others in order to engage them in conversations about how and why this particular program provides an engaging medium for teacher educators to help preservice teachers actively explore educational theory, practice and beyond.

Vassigh, Shahin  
State University at Buffalo  
Visualizing Global Structural Behavior as a Guide for Learning Building Structures

Most traditional methods for teaching structures are based on quantitative and analytical methods, communicating even the most basic concepts using a high-level mathematics nomenclature. The traditional methods are also based on analyzing structural sub-components and individual members rather than the entire structural behavior ignoring the overall structural context. However with the recent advances in computer graphics, and architectural modeling programs, it is possible to augment the traditional methods of individual member analysis and abstract mathematical formulas with a full building context and global behavior of the structures.

Using a seed grant from the State University of New York at Buffalo I have been able to prepare digital models of many architecturally significant building. These models include the major structural systems, structural connections as well as important architectural features of the building such as facade panels, fenestration and interior spaces. To prepare the models for conveying information about structural behavior, conventional structural analysis tools have been used to investigate the loading patterns, load collection systems and the hierarchy of load movement through the structure. This information has then been translated into a series of arrows, which are placed on the computer models. Using the animation feature of the modeling programs the arrows are animated to show load travel path through the body of each structural component and eventually to the foundation system. The animation is then rendered and imported to Macromedia Director, which provides the user interface with a high degree of interactivity thus enabling the users to navigate through the models, play and control the speed of the animation for thorough investigation.

The computer-generated models have a few distinct features. First they enhance the structural principles by providing a context, which is visually grounded and referenced to real-world building structures. Second, they enable the user to understand how each individual member under the consideration behaves in relation to the overall structure. In this way the models directly connect the principles of sub-component analysis to broader issues of building design. The presentation will include demonstration of five examples of these computer-generated models, highlighting their important features and showing the navigation possibilities within the models.
Vassigh, Shahin  
State University at Buffalo  
Statics and Strength of Materials: Analysis & Visualization

Statics is a branch of mechanics that deals with the analysis of rigid bodies at rest. In order to make the analysis possible, all the structural elements are assumed to be completely rigid. But actual structures are not absolutely rigid and will deform when subjected to loads. These deformations usually are small and do not significantly affect the equilibrium condition and the analytical procedure, but they are important in understanding the resistance of the structure to loads and material behavior. Using computer-generated models, it is possible to produce conceptual models that will enable the students to visualize how a structural material will deform in response to loading. These models can be used as independent models for building an intuitive base for understanding the subject, parallel to the analytical procedures.

For example, computer-generated truss models, composed of spring-like members, can demonstrate how truss members will elongate or compress under the load application. The same principles can be reinforced using other type of conceptual models. Computer-generated truss models, for instance, can be composed of hybrid materials: wood used in compression members and cable used in tension members. When these models are not loaded the cable members will show exaggerated sag. Upon load application the cable members stretch and tighten up demonstrating the effect of tension force. The behavior of compression members can be demonstrated by a change in the color intensity of the members. When a wood truss member receives its loading share, a change of color will be observed in the member. As the member is compressed more, the color intensity of the member increases and the member becomes brighter at its center span, emulating the compression of the material fibers.

The strength of materials is another branch of mechanics, which is very important for studying structures. Subjects like stress, strain, torsion are the foundation for understanding structures. Visualizing the impact of these forces on materials through digital modeling and animation can also go far in enhancing the analytical procedures in dealing with the subject. The presentation will also demonstrate a wide range of models used for conceptualizing the strength of materials through visualization.

Ware, Mary  
SUNY College at Cortland  
Introductory Computing Skills for MST Students (Career Changers)

The author will present information drawn from a pilot offering of a new course (EDU 510: Inquiry, Technology and Research) offered to MST students at SUNY Cortland. The students all have bachelor's degrees in other fields, but obtain a master's in one year/summer.

Their technology education is integrated with math, science, social studies, language arts content, and also needs to build on what they bring in. Assessment of their prior knowledge, and tailoring individualized instruction for them will be the focus of this session.

Williams, Kimberly  
SUNY College at Cortland  
Teaching Assessment Using New Technologies: Time-saver or Killer?

This paper presentation will discuss the strategies used to incorporate and model the use of technology in teaching and conducting authentic assessment with pre-service teachers. As a new faculty member teaching educational assessment, I wanted to practice what I preached. I felt it was necessary teach students how to use authentic assessment. I also thought that the infusion of technology in teacher education was essential to our future teachers' preparation for using technology in their own classrooms.

I call my course a “paperless class” and tell students in the beginning that I will collect no paper from them. They are somewhat disappointed to learn that their final portfolio projects are usually about 30 pages in length and are accompanied by a power-point presentation. Students submit assignments to the course website, and they receive feedback from me. They are able to resubmit and get more feedback as many times as needed before they submit their final portfolio. As a result of multiple drafting and timely feedback via the Internet, the quality of the student projects was incredibly strong (much stronger than the first semester when I collected paper portfolios even though I allowed multiple drafting using paper drafts, few students took advantage of this), as was their mastery of the use of technol-
ogy. Future teachers in my classroom learned assessment and technology and felt confident to use these skills in their following student teaching semester.

As faculty however, we must learn to set limits though. The Internet never sleeps. Neither do students. Students can submit and re-submit at all hours of the day and night, and do. They become accustomed to immediate responses of the Internet. As a faculty member, providing this kind of feedback can be exhausting and at the expense of other expectations of our role. These experiences in my first years of using web-based technology in my teaching have caused me to re-think how I can impose limits that will make it more manageable. The issues of setting limits will be discussed as well as how we can best teach future teachers technology.

Wilson, Shonda
Suffolk Community College
From Monitor to Blackboard

To monitor is to keep watch over or to control the workings of, while a blackboard is usually viewed as a board on which one writes with chalk in front of a class of students. Both of these terms seem to paint a picture of the traditional classroom: the all-knowing professor equipped with horn-rimmed glasses and chalky hands standing before the chalkboard sharing his knowledge with a class full of students, eyes open wide absorbing information passed down from generation to generation.

This sketch of the classroom as we knew it has been erased and replaced by a broader definition: Blackboard.com (blak-borhrd-dot-kom) n. a Course Management System that easily empowers instructors (and thus students) to add an online element to their classes. Through the use of a class webpage, students will have access to the course outside of traditional class time, thus extending instructional time. With tools like threaded discussions and real-time chatrooms, faculty can establish times and/or deadlines to interact with students outside of traditional class time. In addition group pages and easy email options make interacting among students outside of class feasible. In this way the traditional classroom and the world-wide web partner together to enhance one another. Traditional lectures that enforce auditory learning styles are enhanced by accessibility. This allows students to apply various learning styles outside of class in a structured yet non-constraining environment. Not only does this aid student learning, but it also increases student accountability. It permits each student to be the center of his/her own learning, de-centering faculty from their traditional role as sole knowledge provider.

In this poster session I will share my class webpage created with the aid of Blackboard to model the effective use of Blackboard as a bridge between a traditional class and an asynchronous distant education course. I will demonstrate the possibilities and practical applications available through Blackboard and disseminate packets that show participants step by step how they too can practically access and use this product for free if they have internet access.

Zimmermann, Susan
SUNY College at Cobleskill
Angelika Hoeher
Terence McGiver
Harald Abrahamsen
Learning Outcomes from Video Enhanced PowerPoint Projects in Introductory Humanities and Social Science Courses

What’s the next step? This was the question we asked ourselves as we considered the future of technology in the classroom. Having observed that the integration of sound, text, and still images in student PowerPoint presentations led to increased class participation and improvements in students’ critical thinking, organizational, and interpersonal skills, we sought to challenge our students—and ourselves—further. We wondered if student learning could be enhanced through the incorporation of digital video clips into what have now become ‘traditional’ PowerPoint presentations, recognizing the additional benefits inherent in the processes of selecting, editing, capturing, and integrating moving images. Planning initially to produce a class portfolio—and ultimately to produce a student/faculty resource library—we took that ‘next step’ and will provide examples of student projects in Psychology, Sociology, Speech, and Literature.

In addition, we will summarize the challenges and rewards for students and teachers alike who, in the process of applying this technology, created a model for lifelong learning. A demonstration of capturing, editing, and linking video images with PowerPoint will be provided in the session ‘Adding Video to Student PowerPoint Projects in Introductory Humanities and Social Science Courses.’
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