Conference on Instructional Technologies

May 28 - 30, 2002

Meeting the Challenge: Technology for Scholarship and Teaching

State University of New York

Sponsored by:

CIT 2002 is co-sponsored by the SUNY University Faculty Senate, SUNY Faculty Council of Community Colleges, and the SUNY Training Center

Welcome Message

The State University has emerged as a leader in the integration of technology in higher education; from the dynamic application of technology in instruction by the University's faculty, to system-wide initiatives like the SUNYConnect library project and the SUNY Learning Network. We strive to be at or near the leading edge of applied technology and approach our goals collaboratively, in ways that fully involve our faculty, campuses and system leadership.

The annual Conference on Instructional Technologies, dedicated to exploring new and better ways to integrate technology into teaching, is a terrific showcase of our expertise as a system and our willingness to share best practices and ideas. Attendance at this important event has seen exponential growth in years past. I am pleased to extend an invitation to you and your colleagues to join us at CIT 2002, Meeting the Challenge: Technology for Scholarship and Teaching, hosted by SUNY College at Oneonta.

Dr. Peter Salins Provost and Vice Chancellor, Academic Affairs

ATTENTION: Major Conference Changes!

Please make sure to read the following headings:
♦ Workshops  ♦ Housing  ♦ Registration  ♦ Cancellation Policy

Registration Information

Registrations will only be accepted online until May 20, 2002. You must visit the CIT website at: http://www.cit.suny.edu and click “CIT 2002” Then click “Register for CIT”
If you register between now and May 3, 2002, the registration fee will be $125.00
Any registrations received after May 3, 2002, the registration fee will be $150.00.

Scholarship Information

To apply for a FACT CIT Scholarship, you must visit the CIT website at http://www.cit.suny.edu and click “CIT 2002”, then “Submit a FACT Scholarship Application”

Scholarships Available: The FACT Committee is pleased to offer a limited number of scholarships to support attendance at the Conference on Instructional Technologies (CIT).

Eligibility: Full-time faculty and professional staff involved in instruction or instructional support at SUNY’s 64 campuses.

Selection Criteria: Demonstrated commitment to technology application in classroom environment as evidenced by your “Statement of Interest”.

Award: Covers conference registration fee (including meals). Transportation and lodging costs are the responsibility of the scholarship recipient.

Application Deadline: Applicant must submit both a Scholarship Application form and Registration form by April 1, 2002 in order to qualify you for a FACT CIT scholarship. As a scholarship applicant, you will NOT be required to submit payment of the $125.00 registration fee at this time.

Review of Applications: The Scholarship Subcommittee of the CIT 2002 Planning Committee will coordinate the review of applications under this program. The appointed reviewers will select “scholarship recipients” in accordance with procedures established by the Committee.

Notification: All Scholarship applicants will be notified via email by April 5, 2002
On-Campus:
On-campus housing will be available at the Residence Halls on the SUNY Oneonta campus. Please reserve these rooms early, as there are only 200 rooms available. The room rates are $35.00 per person per night for single occupancy or $20.00 per person per night for double occupancy.

Morris Conference Center has 40 rooms available for CIT. Room rates are $45 or $42 tax exempt for single occupancy or $56 or $52 tax exempt for double occupancy. These rooms are a bit more upscale than the residence hall rooms but do not have their own bathrooms. For more information about the Morris Complex visit their web site at http://www.oneonta.edu/general/oncampus/morris.html. To make reservations at Morris call 607-436-2079.

Reservations must be made by May 3, 2002. After this date, rooms will only be available off campus.

Off-campus:
Those preferring local hotel accommodations must make their own arrangements. Local hotel rooms are limited, and it is suggested that reservations be made early. We will not be providing shuttle service for those individuals that will be lodging off-campus.

The Holiday Inn and the Clarion Hotel are located within 3 miles of the Oneonta campus. All reservations must be made prior to April 27, 2002. You must indicate that you are attending the CIT Conference in order to receive any reduced rate. Your reduced room rate will be $55.00 per night.

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General Information

Contact Information: SUNY Training Center
CIT 2002
550 East Genesee Street, Suite 107
Syracuse, NY 13202
Phone: 315-464-4078
Fax: 315-464-7303
Email: cit@tc.suny.edu

Payment Information:
Accepted Methods of Payment: Cash Journal Transfers
Purchase Orders Personal Checks
Campus Checks Training Center Points
***No Credit Cards will be accepted***

All Payments and Purchase Order Numbers Must be Received by May 20, 2002.
You must make all checks payable to: “Upstate Medical University Foundation - SUNY TC”.
Mail all payments to the address above.

Cancellation Policy
If you cancel by May 20, 2002, you will receive a full refund.
No refunds will be given after May 20, 2002
All cancellations must be in writing or emailed to the address above.
Monday Evening - Hospitality Event
Sponsored by SONY Electronics Inc.

Robert Hunt, local pianist, will be performing background cocktail music for us this year on Monday evening in the Alumni Field House Dance Studio during the hospitality event.

Tuesday Evening - Technology Showcase
Sponsored by ETS Technologies, Inc.

The Technology Showcase gives participants a chance for one on one discussions with 25 different vendors. They will range from course management packages to the latest in web development products. Come and Enjoy!

Wednesday Evening – Millennium Vaudeville

“Millennium Vaudeville” is a new variety show, suspend your disbelief and let your imagination blossom. An event for audiences of all ages. It features two artists of different genres in the variety arts. A flexible show that includes a visual comedy presentation with audience participation in every show.

Lynn Trefzger, Comedian and Ventriloquist, will perform her amazing manipulation and exceptional vocal characters to create a fascinating comedy and ventriloquism show. Mark Nizer is a world-class juggler and comedian. He performs an amazing and wonderful theatrical event.

Walking Tour

“Things That Go Bump in the Night”
An Evening Walking Tour of Cooperstown, New York

Space is Limited - Price $20

Leaves from the Field House Parking lot at 7:00 pm on Tuesday night May 28th. Estimated time round trip - 3 hours.

Enjoy a walking tour through the picturesque village of Cooperstown with local historian and storyteller, Helen Rees. This historic village was the meeting place of the Iroquois Indians; the home of the famous author James Fenimore Cooper, as well as the setting for three of his novels; the focus of the award winning book, William Cooper’s Town, by Alan Taylor; and is famous around the world as the “Home of Baseball”. Tour this unique village and enjoy a bit of its “folklore” along with its historical and literary traditions. Many of the ghost stories from Louis Jones’ book, Things that go bump in the night, come from the houses you will pass along the way.
### Tenative Conference Program and Scheduled Presentations

#### Monday, May 27th

- **4:00 pm - 10:00 pm** Registration
- **6:00 pm - 9:00 pm** Hospitality Suite - Piano Music provided by Rob Hunt  
  Sponsored by SONY Electronics Inc.
- **6:00 pm - 9:00 pm** Hors D’oeuvres

#### Tuesday, May 28th

- **7:00 am - 9:00 am** Full Breakfast  
  Pre-Conference Workshops (4)
- **10:00 am - 10:45 am** Orientation to CIT
- **10:45 am - 11:30 am** Tour of Campus
- **11:30 am - 12:30 pm** Lunch
- **12:30 pm - 1:00 pm** Welcome - Dr. Peter Salins, Provost and Vice Chancellor, Academic Affairs
- **1:00 pm - 2:15 pm** Plenary Speaker
- **2:30 pm - 5:30 pm** Workshops (4)
- **2:30 pm - 3:45 pm** Session 1 (Eight Tracks)
- **3:45 pm - 4:00 pm** Breaks
- **4:00 pm - 5:15 pm** Session 2 (Eight Tracks)
- **5:30 pm - 7:00 pm** Dinner
- **7:00 pm - 9:30 pm** Technology Showcase/Dessert Reception - Sponsored by: ETS Technologies Inc.
- **7:00 pm - 9:30 pm** Poster Session

#### Wednesday, May 29th

- **7:00 am - 8:30 am** Full Breakfast with Vendors
- **8:30 am - 9:45 am** Session 3 (Eight Tracks)
- **8:30 am - 2:00 pm** Vendor Showcase
- **9:45 am - 10:00 am** Breaks
- **10:00 am - 11:15 am** Session 4 (Eight Tracks)
- **11:30 am - 12:45 pm** FACT Representatives Meeting/Luncheon
- **11:30 am - 12:45 pm** Lunch
- **1:00 pm - 2:15 pm** Plenary Speaker
- **2:30 pm - 3:45 pm** Session 5 (Eight Tracks)
- **2:30 pm - 5:30 pm** Workshops (3)
- **3:45 pm - 4:00 pm** Breaks
- **4:00 pm - 5:15 pm** Session 6 (Eight Tracks)
- **5:30 pm - 7:30 pm** Dinner
- **7:00 pm - 8:30 pm** Entertainment – Millennium Vaudeville with Mark Nizer & Lynn Trefzger

#### Thursday, May 30th

- **7:00 am - 8:30 am** Full Breakfast
- **8:30 am - 11:30 am** Workshops (2)
- **8:30 am - 9:45 am** Session 7 (Eight Tracks)
- **9:45 am - 10:00 am** Breaks
- **10:00 am - 11:15 am** Session 8 (Eight Tracks)
- **11:15 am - 12:30 pm** Session 9 (Eight Tracks)
- **12:30 pm - 1:30 pm** Box Lunch to Go
## Tentative Conference Sessions

### May 28, 2002

#### Panels
- The Rain in Spain: How to Tell When You’ve Got It in a Campus-Wide Implementation Project
- Engaging Others Whose Faces We Do Not Know
- The Hybrid Project: Using a Lotus Notes Course Management System for Hybrid Courses
- A Report on Faculty Satisfaction in the SUNY Learning Network
- Evaluating Online Learning Resources: Tips from the SUNY MERLOT Review Team
- Student Satisfaction and Reported Learning in SUNY Learning Network
- Ubiquitous Computing and Information Literacy

#### Papers
- Using a Computer Technology Course as the Focus of a Learning Community
- The One-Armed Bandit Syndrome: Overuse of the Internet in Student Research Projects
- Information Literacy on the Web: What’s out There and How Well Does it Work?
- Creating Discipline-Specific Software from Scratch: Tales of a Faculty Member’s Odyssey
- Going Beyond the Lecture Slide: Enhancing Instructional Materials Using QuickTime VR Objects
- Teaching a Query Based Strategy for Searching the Web
- An Overview of the SUNY Faculty Access to Computing Technology (FACT) Initiative Papers
- Library User Education at Columbia-Greene Community College
- Web Page Creation in Distance Learning: Considerations
- Making Better Teachers: Information Literacy and Reflective Practice
- Computerized Grading Software Makes a Better Professor
- Individualized Tests and Solutions in a Problem-Based Course
- How to Plan a COCID and Apply for a FACT COCID Grant - Bring Fame and Fortune to Your Campus
- The SUNY Student Computing Access Program (SCAP) - Beginnings, Present, and Future
- Class Management Using a Personal Web Site
- Integrating Wireless Technology and Constructivist Learning Principles Into I.L. Instruction
- Lessons From the Front: Incorporating Personal Digital Assistants into the Healthcare Curriculum
- A Crash Course in Collaboration: Oral Communication and Information Literacy
- Instructional Technology: Lifesaver for an Adjunct
- Strategies for Web Marketing of Research and Instructional Technology Initiatives
- Implications of Virtual Classroom Design as Situated Within the Pedagogy of Instructional Technology
- Going Beyond the Lecture Slide: Using Computer-Generated Models to Simulate 3D Objects
- Molding Students in Your Image: Extending IT Support Across Campus
- The Advantages of Automated Scoring Technology for Essays and Open-Ended Testing
- Turnitin.com at SUNY Oneonta
- Secure Assessment Solutions for Distance Learning and Beyond

### May 29, 2002

#### Posters
- On-Line Testing Using Macromedia CourseBuilder
- Innovative Uses of Software in Teaching Undergraduate Physics Courses
- Collecting Timely Student Feedback: An Online Course Evaluation Program
- Web-Based Student Evaluation of a Medical School Curriculum
- Web-Based Neurosurgery Education
- Automated System for Student Information Collection and Use
- The Pharmaceutical Biotechnology Virtual Laboratory: Student Software Usability Testing
- A Collaboration Between SUNY Geneseo and the Xerox Corporation

#### Birds of a Feather
- Handheld Computers in Medicine
- BlackBoard Users

#### Panels
- Creating a DVD Course Portfolio of Student Projects as a Resource to Expand Learning Outcomes
- You Want Me to Learn What by When? Meeting the Challenges of Campus-Wide Training
- SLN Program Update: We’ve Come a Long Way Baby!
- SLN Technical Support for Online Courses
- Overview and Updates for the SLN Campus Academic Coordinator Community
- Breakfast with Advanced Learning and Information Services
- Promoting Scholarship Through Technology and Good Working Conditions
- Online Assessment Practices that Work
- SLN MID Show and Tell: Strategies for Teaching Online that Work!
- Sharpening the Saw: New Lessons in Online Student Feedback and Evaluation
- Course Management Using Microsoft Exchange and Outlook
- Implementing a DVD Course Portfolio Across the Disciplines

#### Papers
- Beaming Stations - Connecting PDAs to the Internet via Infrared
- Instructor, Clinician, and Technology Partnerships in the Health Professions
- Assessing Online Asynchronous Discussion
- Blended Learning in the SUNY System
- Making Students Instructional Partners
- Information Literacy Modular Activities Through Blackboard
- Research Tips and Techniques for Education Majors
- Usability Techniques to Support Online Students
- A Comparison Of Learning Outcomes & Student Perceptions in Traditional & Distance Learning Settings
- SCT Connected Learning Solution: Planning, Installing, and Implementing
- Interactive Educational Puzzles and Games
- Willie Loman or Marshall McLuhan Paradigms for the Internet Age
- FACT Course Management Systems (CMS) Subcommittee Activities & Evaluation Results
- Creating Dynamic Web Sites: It’s not Rocket Science - It’s ColdFusion!
Tentative Conference Sessions Continued

- Learning To Write Java Applets
- Faculty/Librarian Partnerships for Information Literacy Assessment
- Beyond Bargaining: Union/Management Partnership to Develop & Implement DE Policy
- Constructing Electronic Portfolio Assessment Model
- To Partner or not to Partner
- Reaching Out to 21st Century Decision Makers
- Lessons Learned by a First-Time Teacher Using An Interactive Class Website
- Online Learning: Building Alliances Between the Professional World and the Student Experience
- World Wide Web: It’s Impact on Student Learning Outcomes
- Design of Online Courses for Active Online Learning
- Wireless Enabling 24-7 Access to Students in a Community College Setting Policy and Public use Policy
- Online Tutorials - Developing Effective and Useful Resources
- Using National Standards to Develop, Assess, and Improve Online Instruction for Information Literacy
- Success Stories: Integrating Mathematics and Technology in the Elementary Science Inquiry Classroom
- Outreach to Troubled Math Students
- Teaching Decision Support Systems
- Integration of Microsoft Word and Excel
- User Interface of Interactive Mathematics Education Applets
- Math and Distance Learning Threaded Discussions
- 101 Suggestions for Successful Online Learning
- Electronic Student Portfolios in General Microbiology
- Using Satellite and Internet Technologies to Enhance Instruction
- Teaching Information Literacy Transfer Through Free-Standing, Credit-Bearing Courses
- The Effect of Web-Based Instruction on Online ILL Service
- ESRI Mapping Software & SUNY
- Intuitive Collaboration Tools as Catalyst to CMS Adoption
- Use Your Browser Like a Microscope with EyeSpy!
- The Key to Unlocking the Doors to e-Learning and Portfolio Development
- Assessing Information Literacy Skills Across the Curriculum
- Expanding the Possibilities: The WebCT Exemplary Course Program

Papers
- Welcoming Video Professor to The Web
- Girl Talk: Overcoming Gender Differences in Online Discussion Forums
- Cooperation, Classes, and Cyberguides
- Building a Transatlantic Learning Community Through Instructional Technology
- Beyond Google: Faculty-Librarian Partnerships for Detecting Plagiarism from Library Databases
- Teaching Introductory Spanish At A Distance: A Multimedia, Asynchronous Experience
- Using MS Netmeeting for Collaboration and Technology Integration
- Integrating Information Literacy into the Disciplines: A Veterinary Science Model
- New Models of Language Learning - Providing More Effective and Less Expensive Language Labs
- Information Literacy and Computer Literacy: Siamese Twins are Separated
- Instant Messaging Reference Service: A Case Study
- Digital Video in the Physics Curriculum
- Virtual Lecture Center - An Interactive Online Learning Module That Simulates In-Classroom Setting
- Copyright and Fair Use for Educators in the Electronic Age
- OnLine Exams - Fix!!
- Embedding Interactive Digital Video in Computer-Based Quizzes
- Teaching Information Literacy Through Student Web Development
- Creating Visualization in the Classroom: The New Pedagogy for 2002 and Beyond
- From the Ground Up: A Video-Based, Case-Based Teacher Education System
- A Modest Proposal for Information Literacy
- Adirondack Roots Project: Part II
- A Learning Outcomes-Based Integrated Video Production Project for Beginning Students
- I’d Like the Media Servings with a Side of Pedagogy, Please!
- China, The Ultimate Distant Learning Partner
- Pedagogical and Economic Successes of E-learning: Enhancing Learning from Online Courses
- Curriculum-Based Information Literacy: A Community College Perspective
- Flexible Information Literacy Alternatives for Independent Learners
- Making a Calculus Computer Lab Meaningful for Students Through Reflective Writing
- An Equilibrium Model of the Development of Social Presence in Online Course Discussion
- If a Picture’s Worth a Thousand Words, Why do I Have to Write 500 of Them?
- Using Course Cartridges: Lessons Learned the Hard Way
- Comparing Web-Enhanced and Web-Based Instruction
- Elements of eLearning
- Composing in Cyberspace: An Experiment in Metacognition
- Using Mathematica In and Beyond the Classroom
- Northwestern University Employys
- Multimedia and Motivation in Developmental Mathematics: Two College Perspectives
- Web-Based Tools For Academic Managers (Deans and Provosts)
- How to Create Dazzling Classroom Demos with Maple
- Audiovisual Systems Process Concept to Submittal

May 30, 2002

Birds of a Feather
- Excellently Researched! Most Interesting Paper I’ve Read: Information Literacy Is Part of the Answer

Panels
- The WebCT as a Teaching Methodology: Pros and Cons
- The Impact of Technology on the Art & Design Education at the Fashion Institute of Technology
- How to Market your SUNY Online Courses: Marketing Strategies That Work!
- Wireless Networking in the Adirondacks in Historically Significant Buildings
- Student Webfolios: Cutting Edge Performance Assessment
- The SUNY Teaching, Learning, and Technology Cooperative
- Integrating Technology via Summer Institutes: Three Innovative Projects
Conference Workshops

Workshop Policy Change:

Once you have registered for a workshop, you are confirmed for that workshop. Payment must be received prior to CIT. If you cancel out of a workshop, no refunds will be given.

Tuesday, May 28, 2002
8:30 am – 11:30 am

Integrating Assessment Practices into the Classroom - Daniel Apple, Pacific Crest
This workshop explores how to design and implement a course assessment system, underscoring major principles needed for effective implementation with college students. Participants will also examine five effective and adaptable assessment tools that can be easily integrated in a course assessment system. These include oral SII (strength, improvement, and insight) reports, peer-assessments of work products and performances, written self-assessment in a Learning Assessment Journal, mid-term assessments for continuous course improvement, and synthesis of writing assignments through self-growth papers at the end of a course. Each of these tools will be modeled, assessed, and discussed from the standpoint of practical use in mid-size to large-size classes.

Is your glass half full?: Enhance your teaching with MERLOT (FREE) - SUNY MERLOT Faculty Development Team
Lisa Pirinelli - Niagara County Community College
Alice McNeely - Broom County Community College
Rick Costanza - SUNY Learning Network
Chris Cring - Morrisville College
Randy Rezabek - Monroe County Community College
Rick Costanza - SUNY Learning Network
This session will provide a hands-on introduction to the Multimedia Educational Resource for Learning and Online Teaching. MERLOT is a free and open resource created for faculty and students in higher education.
The resources in MERLOT include:

• links to thousands of learning materials
• sample assignments, which show how the materials could be used in the classroom
• evaluations of the learning materials by other individual users and panels of faculty
• links to people with common interests in a discipline and in teaching and learning
You will leave this workshop with materials and information about integrating these discipline specific, peer-reviewed online tools to enhance teaching and learning in your classroom-based or online courses.

Using Dreamweaver to Create a Course Web Site - Intermediate - Roberta (Robin) Sullivan, University at Buffalo
Faculty members and support staff who wish to learn how to create a course website are encouraged to attend this workshop. You will be shown how to use Macromedia Dreamweaver, which is a highly powerful web-authoring tool, to author or edit web pages. The workshop will cover features such as links, using images, tables, and formatting.
This workshop will serve as an introduction to the use of the web as a means of providing information and a meaningful online learning environment. Suggestions will be offered on how to make your site interesting and user friendly. A demonstration of how other faculty members are using the web will also be presented.

Cascading Style Sheets - Karen Coombs, SUNY Cortland
This workshop introduces the concept of Cascading Style Sheets. Via CSS the style of a whole website can be controlled and modified via one file. In addition, CSS makes for clearer page content, which complies with the World Wide Web Consortium’s Accessibility Guidelines. In this workshop, we will discuss the history of CSS and current web browser compliance with CSS specifications. Participants will learn the three ways of declaring styles, the basic concepts of style sheets, and how to create style sheets that control text properties, fonts, colors and backgrounds. In addition, this workshop will discuss how CSS can be used to control the visual formatting and positioning of web page elements. Finally, this workshop will provide resources for learning and creating style sheets. This workshop is for Intermediate level web page creators (those comfortable coding HTML using a text editor).

2:30 pm - 5:30 pm

Promoting Personal Growth by On-Line Communication - Daniel Apple, Pacific Crest
This workshop explores how communication supports learning process among students and between the instructor and the students. Special emphasis is given to active learning techniques in the on-line environment. Three key issues will be examined: (1) how to organize resource information that encourages students to be more independent and prepared, (2) how to create a learning environment that encourages students to freely express their thoughts and ideas, and (3) how to elevate the quality of learning without face-to-face interaction. Appropriate use of various on-line tools will then be compared against this framework.
SLN 102: Best Practices in Online Teaching and Learning - SLN Instructional Design Team
Stephen Mann, SLN Instructional Designer
Rick Costanza, SLN Instructional Designer
John Prusch, SLN Instructional Designer
Rob Piorkowski, SLN Instructional Designer

Have you ever wondered what taking an online course was like? Are you interested in best practices in online teaching and learning? Have you ever thought about designing your own online course? Come take this workshop! We will put you in an online course to get first hand experience with online discussion, and then show you how SLN courses are created. This workshop will address and discuss best practices in online teaching and learning by giving you the opportunity to enter and interact in an online course. Specifically we will discuss and examine the lessons learned, best practices, and results of SLN research on these topics. We will also discuss your own perspectives on what constitutes good practice in the new online teaching and learning environment. We will conclude by taking you through the course creation process in the SLN template, and have you apply some of the techniques you have learned.

You should come away from this course with an overview of the factors in good online teaching and learning. You will also have an opportunity to explore how to leverage and accommodate the options and limitations of the online teaching and learning environment and how they can facilitate and support these practices. Ultimately, with an understanding of what it is like to be in an online course as a student you will be better prepared to create your own online learning course/activities that reflect good practices and that engender higher levels of faculty satisfaction and student satisfaction, motivation, and achievement. You may also be inspired to take the full TLT course and/or offer your own course online.

Blackboard - Beyond the Basics - Diana Voss and Nancy Duffrin, SUNY Stony Brook
Participate in a hands on workshop to explore the advanced features in Blackboard such as: Communication Tools, Group Area, Quizzes/ Surveys, and issues in adding multimedia. Experience the ways the interactive tools have been used in face-to-face, on-line, and hybrid courses, and then exchange ideas on how these tools could enhance your classroom. What are Blackboard Building Blocks and what will they do?

Photoshop: Using Layers to Composite Digital Images - Donald Trainor and Monica Carter, University at Buffalo
This workshop will provide a hands-on opportunity to learn how to use Photoshop’s layers and transparency features to composite and enhance digital images for use in print and on the Web. Topics will include: adding and manipulating layers, layer masks, adjustment layers, and layer styles. Participants should be familiar with the basic features of Photoshop before attending this workshop.

Wednesday, May 29, 2002
2:30 pm - 5:30 pm

Flash - Joe Tandle, New York Interactive Media
Flash 5 is a program designed to deliver low file size vector animations. It can be used to spice up your presentations and web sites. This three-hour course has been designed to show participants quick eye catching ways to add animation to their material using Flash 5. Knowledge of the Windows environment is the only necessary prerequisite.

Topics covered.
- What Flash can do
- Basic timeline concepts using keyframes and layers
- Adding and animating text
- Using the button libraries
- Publishing Flash Movies
- Importing pictures into Flash
- Animating pictures
- Animating shapes
- Applying simple actions to buttons and frames
- Slide transitions
- Linking to web sites
- Adding Video Clips
- Adding Music
- Timing
- Pack & Go

WebCT Tools - Mary Jane Heider, Genesee Community College
Using the WebCT gradebook, on-line testing (and off line test creation software), the image database, and creating groups. Discussion will include instructional issues in using these tools in your course. Some experience with WebCT required.

Advanced PowerPoint - Carol Bell, University at Binghamton
This workshop will cover the more advanced capabilities of PowerPoint such as:
- Inserting Charts & Photos
- Animation & Sound effects
- Slide transitions
- Linking to web sites
- Adding Video Clips
- Adding Music
- Timing
- Pack & Go

Use of the drawing tools, auto shapes, and other effects will also be included.
For more information about this year’s conference plus on-line registration and scholarship application, please visit the CIT 2002 website at: http://www.cit.suny.edu