Faculty Spotlight ~ The Active Learning Classroom:
transforming the Way Students Learn by Dr. Glenda Rotvold

Traditional classrooms with fixed instructor stations, and student seating aligned in narrow, straight rows facing the front of the room doesn’t always provide the optimum learning environment for students, especially in lab environments or when active learning activities are desired. I was facing some of these challenges and constraints with my networking classes. So, when I learned that a classroom was being turned into an active learning classroom that would solve many of my logistical classroom issues, I was both enthusiastic and intrigued.

Since the inception of the idea and design, the transformation of the room and the student response to this learning environment has been incredible. Students love this classroom and embrace the technology. Learning comes alive. As an instructor, it is fun to explore and experience the many applications of these classroom technologies to enhance student learning. Let’s examine how this classroom looks and the types of activities facilitated.

First of all, in this classroom, the instructor is free to move about when needed and flexible in how they display content. The instructor station is a lightweight Surface Pro which can project wirelessly to the flat screen TVs, enabling the instructor to walk.

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What an exciting semester this has been. So many new successful initiatives that took a team effort from our staff and the campus. Our instructional designers have worked closely with many faculty helping to integrate technology into courses, flip classrooms, and teach in our new Active Learning classrooms. As with most new technologies, there always seems to be some "tweaking" that needs to happen. Our classroom services staff have been fantastic in leading the support for the new active learning classrooms. Glenda Rotvold describes her experiences in the first active learning classroom in Gamble Hall. Her title is perfect, Transforming the Way Students Learn. It truly is a transformation from the first ideas, design plans, carpet installation, technology integration, furniture purchases and more, to the changes in student and faculty behavior. She is right, it is fun!

There has been much discussion regarding the upgrade of our classrooms computers to the new Windows 8 operating system since its release a couple years ago. We waited until our staff determined the best version is ready. Prior to class this Fall all classroom computers were upgraded to Windows 8.1. It has been a little bit of a learning curve for many, even me, to get comfortable with the changes. Check out Ted's helpful Tip-Bitz article in this issue (page 5).

Another article to point out is by Jane Sims sharing some of our student and faculty end of semester technology survey results. We have been surveying students and faculty for more than ten years at the end of Fall and Spring semesters. Many of the questions relate to user satisfaction regarding the Blackboard Learning Management System along with our support resources. We consistently find that students find the use of Blackboard critical to their success at UND. They appreciate UND Tech Support and the service we provide to help them with their technology issues.

We upgraded our Live Chat and Remote Support this semester which helped to provide a consistent user experience. It took a significant amount of coordination with the campus to bring everyone together into the one support system. A quick peek at Fall 2014 survey results indicate changes worked, as the responses show 95% satisfaction with our chat/phone/email support services upgrade.

Wishing everyone a happy holiday season and looking forward to seeing you back on campus in the new year!

Warm regards, Lori
Classroom Services, in conjunction with Facilities, has created two new Active Learning spaces. We listened to Faculty’s comments on how they wanted to teach and what technology they wanted in the room.

In Gamble Hall, room 377, the room was transformed from a storage room to a premier Active Learning Classroom where Networking classes are taught. There are five bar-height boat-shaped tables with bar-height chairs to seat four students per table, including one height adjustable table to meet ADA requirements. Each table has a 46” wall-mounted TV for displaying the Faculty’s content or the content of an individual student’s laptop. There are four Windows-based laptops installed at each table. Around the room are individual dry-erase boards hanging on wall mounted rails and small dry-erase boards on movable easels. The rack containing the servers has LED accent lighting. Facilities painted an accent wall dark green and khaki on the other walls, and installed new carpeting.

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In Merrifield Hall, room 312, we created a space that has five round tables with movable green chairs for six students per table. A wall mounted 70” TV is assigned to each table, allowing the students to take turns displaying their work on their assigned TV. There are 15 Mac Book Pro laptops in a charging cart for students to use in the classroom. Faculty can switch between the content at the teaching station and the content of any student’s laptop, and display one or more TVs. There are dry-erase boards on every wall for students to jot down their ideas. Facilities gave it a bold new look with contrasting tan and green painted walls, new carpeting, and a suspended ceiling with innovative lighting. Languages, Political Science, History, Psychology, Communications Sciences & Disorders, English, and University Life teach in this room.
**Tips for Creating a Secure Password**

by Christopher Remme

With digital security becoming a constant threat, people should be looking at their passwords and asking if they're strong enough. A strong password is a minimum of 12 characters. The longer the password the harder it is to crack.

Although many of us have been told to use upper case characters, numbers, and special characters in our passwords to make them more secure, the complexity is not as important as the length. The password `dogdogdogdogdog` is much more secure than `N0tG@od` or `F4!L`. Most password crackers are aware that people switch special characters for letters like the number 4 for the letter a or the @ symbol for the letter o.

Long passwords can be hard to remember so some people will use a base word and add a prefix and/or suffix to customize the password for the purpose it's needed for. In this example I will use `App!3` for my base password and colors for the rest. For amazon.com I would use `orangeApp!3black` as my password and `greenApp!3black` for my UND password.

Another solution for remembering long passwords is using a password manager such as 1Password, KeePass, and RoboForm. You can get password managers for Mac, Windows, and mobile devices. Most have other features such as password generators and a wallet for credit card information.

There are now many sites, including Facebook and Google, where you can enable 2 Step Verification. 2 Step Verification or Two Factor Authentication requires a password that you remember and another password which gets generated and sent to your phone when you attempt to sign in. This can be a hassle for signing into Facebook every 5 minutes but great for financial sites that are accessed infrequently.

Many websites that require a password offer a password recovery option by having you answer a set of questions that you would have previously answered. The problem is that anyone could easily find my mother’s maiden name, my childhood address, and so on. To prevent others from correctly guessing my self-help questions I use a phase that is unrelated to any personal question like `World Peace Kindness Mankind Community`.

What is your mother’s maiden name: World
What is the name of your first dog: Peace
The city you were born: Kindness

Doing a quick search online for “How to create a secure password” will provide you with many articles that will give you some great ideas to protect your online profile.

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**Tech Tid-bitz: Where to Start with Windows 8.1**

by Ted Storkson

If you are new to Windows 8, you may notice some changes from previous versions of Windows. The return of the Start button with Windows 8.1 (which is installed on most of UND’s Classroom computers) allows users to have an easier time finding their documents, opening their programs, and opening the Control Panel to uninstall programs. I plan to tell you how to do that, with the left click or the right click of the mouse.

Let’s begin with the left click. If you left click the Windows 8 Start button, it will bring you into the Start menu, which should take up the entire screen. This Start menu is different in appearance than its predecessors. You may see several buttons, or tiles (the name given by Microsoft), on this screen. The easiest way to use this screen is just to type the name of the item/program you are looking for. There is no button or field to select, just go ahead and type. Windows will automatically search through your computer to find the item you are looking for. This search is not restricted to programs either. You can search for documents, pictures, or songs as well. You can simply click on the search result that best suits you and it will open up for you.

Now we will take a look at navigating with the right click. If you right click the Start button, you can quickly access several areas on your machine with ease. The most used items for most people would be Programs and Features where you can uninstall programs, the Control Panel where you can complete most administrative tasks on your machine, and Shut Down or sign out. If you like, you can also use the File Explorer to navigate through your system to find documents and the like. It pulls up a window with the icon view that many Windows users are familiar with when searching their computer for files.

Now this is of course not a comprehensive look at Windows 8, but hopefully these quick tips can save you some time. You can find more information on Windows 8 on our Tech Support page at [http://und.edu/tech-support/windows-8-tips.cfm](http://und.edu/tech-support/windows-8-tips.cfm).
Students and Faculty End of Semester Technology Survey Results – Spring 2014 by Jane Sims

Each semester CILT surveys UND students and faculty about their use of UND’s Blackboard Learning Management System (LMS) and other teaching technologies. In Spring 2014, 681 students and 104 faculty responded. Here are some highlights on the sections of the survey related to using Blackboard.

Students were represented from all colleges, with more on campus (51%) than in online courses (42%), or blended (7%) and hybrid (8%) combinations of online and campus students. Faculty respondents used Blackboard for traditional courses (77%), online and distance education courses (35%), blended (18%) or hybrid (13%) courses, and non-credit courses (4%). Twenty-eight percent of faculty used Blackboard for committees, groups and organizations, and four percent used them for MyAdvisor sites. Student and faculty logins to Blackboard are shown below in chart 1.

Students and faculty agreed that Blackboard provides access to course content and is useful for academic activities. See chart 2 for details.

**Satisfaction with Support Resources**

**Student Results**
The UND Tech Support Service Desk (Memorial Union) received a 96 percent satisfaction rate. More than half of UND students (55%) used UND Tech Support email support, with a 97 percent satisfaction result; and while fewer students (< 40%) used UND Tech Support phone or chat services, those who did were more than 90 percent satisfied. Student comments included requests for newsletters to keep them informed of available resources for technology, financial aid, and scholarships.

**Faculty Results**
More than 75 percent of the faculty surveyed used UND Tech Support phone and email services, with a satisfaction rate of approximately 98 percent. Fewer faculty (40%) used the UND Tech Support LiveChat services; however, they had a 100 percent satisfaction rate, as did those faculty using Adobe Connect pre-flight checks for online courses. Over 60 percent of faculty experienced a one-on-one consultation with CILT staff, and 98 percent were satisfied with that service. More than half of faculty reported that they used CILT Teaching with Technology Tips emails and the CILT Connection Newsletter, with a satisfaction rate of 98 and 100 percent, respectively.

**Student and Faculty Computing Resources**

We frequently are asked questions about whether students have their own computers, laptops and mobile devices. Chart 3 lists the survey results.

For a full copy of the surveys, visit our website at: [http://und.edu/academics/cilt/blackboard/surveys.cfm](http://und.edu/academics/cilt/blackboard/surveys.cfm)
Meet Our Staff

**Naomi Hanson**
I graduated from the University of North Dakota with a master’s in Instructional Design and Technology in 2009 and have worked at UND for the past two years at the School of Graduate Studies. I joined CILT as an Instructional Support Technologist in October.

I received my bachelor’s degree in Information Technology Management and Plant Industries Management from the University of Minnesota in 2005. I grew up in Fargo, ND and now live in Grand Forks, ND. I enjoy nature and gardening.

**Devona Janousek**
I joined UND in October as an Administrative Technology Assistant for CILT. I am excited to be a part of the CILT team and looking forward to my future with UND.

I grew up in small-town Roseau, MN and attended the U of M in Crookston where I obtained my Bachelor in Business Management and Associate in Information Management. I spent the past 13 years living in Detroit Lakes where I worked in Sales for a powertrain manufacturer and also in Marketing, Business Development, and Administration for an engineering firm. I also took some time off to be a stay-at-home Mom. I have two daughters, ages 8 and 11, who are attending school in Thompson. My husband’s position with the ND Mill brought us to Grand Forks. We are in the process of building and looking forward to settling in to our new home soon. In my spare time, I enjoy spending time with family and friends, scrapbooking, and quilting.

**Marshall Mattingly**
I joined CILT full-time in August as a Desktop Support Specialist after working for two years at the Memorial Union Tech Support Service Desk as a student worker. I am extremely fortunate to have worked under the mentorship of the desktop team during my time as a student employee, a dynamic that I hope to continue with the student techs while I work full-time. I'm set to earn my bachelors degree in Computer Science in the spring -- Finally! I came back to college as a 25-year old -- and look forward to pursuing a masters degree afterward.

**Michael Helle**
I graduated with an A.A.S. degree in Computer & Network Technology and am currently in my last semester at UMC finishing up my B.S. in IT Management. I have been a Minnesota native all of my life and enjoy the outdoors. I also enjoy technology of all types and the learning process that comes with it. I started working as an Instructional Support Technologist at CILT in October.

NEW Atomic Learning Topics

Atomic Learning offers workshops on a variety of academic topics as well as short and concise tutorials on over 200 technology applications. Search Atomic Learning’s site for a specific topic, or browse their entire listing. You can also embed their workshops and tutorials into your Blackboard courses. Log in at atomiclearning.com with your UND username and click on Workshops to check out their new releases.

New topics include:
- Avoiding Plagiarism
- Browsing the Web Using Firefox 30
- iOS 8 - What’s New? Training
- Creating a Research Poster
- Twitter for Educators
- YouTube for Educators

by Jane Sims
Happy Holidays
from Center for Instructional & Learning Technologies