I would like to share my recent new teaching "adventures," specifically with how my classroom teaching interacts with technology. I have taught "Music Appreciation" or as we call it here at UND, Music 100, Introduction to the Understanding of Music for well over a decade in many settings, including a traditional small classroom, non-traditional adult setting (one day/week from 6:00PM-10:00 PM in a hospital conference room), summer session, in an intense three-week setting, and most recently in the online setting. While I felt as though I had a complete grasp of the subject matter and was prepared for pretty much anything, I was mistaken. Teaching this class in a lecture-hall venue with 200 students that span the entire UND academic setting was certainly a totally new experience!

Three years ago when I was asked to develop and teach the online component of this class, I felt like I was barely "staying one page ahead of the students" in the first semester. By my second semester of teaching I was much more certain, although now I made entirely new "sophomore" mistakes but by third semester I felt fairly comfortable. I had the privilege of taking the Teaching with Technology summer workshop offered by the CILT staff and this gave me a solid foundation for my new field of online teaching. I use McGraw-Hill's online Music Appreciation text, which provides online streamed music examples, detailed listening guides to

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accompany them and additional question and test banks to make this a class which would otherwise seem difficult to teach in an online format extremely doable.

In addition to using the McGraw-Hill music component, I would have students submit concert reviews and scan programs on Blackboard, thus allowing me to have a time stamped record of their submission and keep well over 100 students’ work as organized as possible. Another technology tool I used to make this online class seem as much like a traditional class as possible, was to have students submit a blog, telling about themselves and providing a picture. I then asked each student to comment on a number of their classmates’ blogs and this was an incredibly positive exercise for the class, for not only did it bring the entire class much closer together, it allowed me to get to know my students as more than simply a name. Several times throughout the semester, as I became more familiar with each student’s work, I would go back to reread the blogs and each time they had a different meaning for me.

The lecture setting I knew would be daunting and when I first heard the word “clicker,” I thought, “this is not for me, for it sounds extremely complicated!” After sitting down and having this explained very clearly by the incredibly patient CIL T staff, my fears were somewhat put to rest, but I wasn’t certain. After several consultations with the CIL T staff, I was beginning to feel more and more comfortable, until it was learned that I used a MAC! The TurningPoint technology is not yet fully compatible with a Mac, so after trying to find several possible solutions, we agreed that I would minimize my PowerPoint presentation, when I wanted to ask clicker questions and then return to my PowerPoint when I was finished.

I had my share of technological missteps in the first few classes. Clicker issues included clicking on the wrong aspect of the question and clickers on the wrong channel, all resulting in loss of student points. I also used a different McGraw-Hill online feature that gives the students credit if they listen to the assigned musical example, and for the first week the majority of the class was receiving no credit. I later found out that this program was not compatible on Explorer 9! When using a different browser, everything was fine.

I have found that if one is honest with 200 students in class, they will be patient with a technological novice, provided they know you are trying and solutions are “on the horizon!” I am less apprehensive now when I jump to the clicker program. I find that students experience the joy of discovering a new language of music and I am discovering a 21st century way to teach this age-old subject!

I must acknowledge the entire UND CIL T staff, for this resource is absolutely invaluable. I have had countless people willingly assist me in every endeavor. Of particular note are Sharley Kurtz, who three years ago taught me the “ABC’s” of the online teaching world; Elizabeth Becker, who continues to be on my “speed dial” for my online woes; and Kristi Swartz, who is my clicker resource person and constantly gives me incredible guidance with how to best keep 200 students under control and learning!
Seven principles of learning are discussed in *How Learning Works: 7 Research-Based Principles for Smart Teaching* by Susan Ambrose and colleagues at the Eberly Center for Teaching Excellence at Carnegie Mellon University. The principles are based on the premise that learning is a process that students engage in which results in change, and is not something done to them. Thus, the principles focus on balancing student and teacher interactions which recognize student backgrounds, motivations and developmental level; and instructor choices in providing practice, giving feedback, and encouraging self-directed learning. Each of the principles is presented with supporting research-based theory and practical suggestions for classroom applications. One of the principles is “how students organize knowledge influences how they learn and apply what they learn.” This chapter refers to the differences between students who are learning the material at one level, and an instructor with expertise and a background with the material at another level. An instructor may or may not recognize barriers that novices encounter because of these differences. Several strategies are offered to help bridge this gap. The final chapter addresses how each of these principles can be applied to our role as instructors because we continue to learn about teaching with each new class of students. Appendices include information on student self-assessment, rubrics, exam-wrappers and other learning aids. The book is clearly written and contains strategies that both new and experienced instructors can apply in their classrooms.

This is quite an engaging title for a book. You are probably curious as to why I would recommend reading this about taking technology out of classrooms, especially when our department’s mission is to integrate technology into teaching and learning, which includes classrooms. The author, Jose Antonio Bowen, is the dean of the Meadow School of the Arts and professor of music at Southern Methodist University in Dallas Texas. You must be very intrigued by now. Bowen challenges the reader to change the way we are teaching and bring active learning activities back into the classroom.

CILT and OID are co-sponsoring a webinar presented by Bowen on March 20th at 2:00 pm. If you would like to join us for the webinar, contact shae.samuelson@und.edu or call 7-2129. We will also be using this book during our summer Teaching with Technology (TwT) seminars. To submit a proposal to attend the 8th annual TwT go to [http://und.edu/cilt/workshops/twt.cfm](http://und.edu/cilt/workshops/twt.cfm). We have 12 seats available for each of the two sessions. If you would like to take a look at the book now, we have several copies available for checkout. Send email to lori.swinney@und.edu or call 777-3569 and I will get you a copy for review.
Tech Trends Forum – Flipping the Classroom on February 6th provided an opportunity for faculty to share their strategies for changing from the “in-class lecture, out-of-class homework” model to one where students “attend” lectures online and spend class time on case studies, group projects, complex problem sets, and other collaborative work. Clare Francis, Management, and Wayne Seames, Chemical Engineering led the discussion. To view a recording of the forum, click on this link: http://und.edu/cilt/workshops/forums.cfm.

Faculty Teaching Showcase on February 20th provided opportunities for faculty to visit with peers about different technologies and strategies for teaching with them in their classroom. Ten faculty participated in the showcase. A drawing was held and the book Teaching Naked: How Moving Technology Out of Your College Classroom Will Improve Student Learning by José Antonio Bowen was given away. For more information about the showcase; including a list of presenters visit http://und.edu/cilt/workshops/events.cfm.

Tech Trends Forum – Reference Management Tools on March 7th will provide an overview of several different tools to manage the documents you access in the process of your research, such as: Bookends, Endnote, Mendeley, Papers, ReadCube, Refworks, and Zotero. A brief comparison of each by an experienced user will shed some light on which one may be most useful for your purposes. To register for the forum, visit http://UND.edu/cilt/workshops/workshops.cfm or contact Shae Samuelson by phone at 777-2129 or by email at shae.samuelson@UND.edu.

CILT & OID to Sponsor 8th Annual Teaching with Technology Summer Seminars

The seminars are designed for faculty interested in using technology to enhance traditional classroom or online teaching. This includes instructors at all levels: those thinking about using technology; beginning users; and others who are interested in more advanced applications. In this context, “technology” includes course web sites (Blackboard), web research projects, tutorials and animations, social software (wikis, blogs, and journals), “clickers” (audience response system), lecture capture and other audio and video enhancements.

During the eight day seminar, participants will:
• Articulate the student learning outcomes for the course
• Explore which technologies and pedagogies are most suited to accomplishing those learning goals
• Share ideas with colleagues about how to use instructional technologies purposefully and effectively
• Plan and design a “technology component” for a course to be taught in the coming year
• Get hands-on experience using the technologies appropriate to their projects
• Get one-on-one help from more experienced technology users and CILT Staff

The group will meet in seminar format to focus on teaching-related aspects of the course projects and will use the CILT workshop lab and Multimedia Studio for hands-on learning and practice. The last day of the workshop will include presentations by the participants on their projects. A final report will be required at the end of the workshop and participants will also present to the campus during the following academic year.

Registration is limited to 12 faculty (per seminar), and a $500 stipend is offered. Applications will be accepted and reviewed until April 1. Visit http://und.edu/cilt/workshops/twt.cfm to register for one of the following sessions:
May 14-17 and May 20-23 from 12:30 p.m. - 4 p.m.
June 10-13 and 17-20 from 8:30 a.m. - 12:00 p.m.
UND Tech Support is a part of CILT and consists of full-time IT and desktop support technologists as well as student employees. We are able to help with a wide variety of technology issues for students, faculty, and staff. Included are the Blackboard Learning Management System, Safeconnect wireless access, student and faculty email questions, virus protection, hardware/software repair and much more.

UND Tech Support can be reached by phone, chat or email and is available during extended evening and weekend hours. When contacting tech support by phone (777-6305), callers are given the option to press 1 to be connected directly to the NDUS (North Dakota University System) IT Help Desk. NDUS Help Desk provides assistance with NDUS services including: Campus Connection, HRMS Employee Self-service and login/password issues. This service is available 24/7, including holidays. For all other local campus issues, remain on the line or press 0 to be connected to UND Tech Support.

Support locations include Robertson/Sayre Hall and 3rd floor of the Memorial Union. The Memorial Union location serves as a walk-in area and also provides desktop support and warranty repair.

The Service Desk in the Memorial Union provides fast, friendly service for students. (Service Desk is funded by UND Student Tech Fees). We provide limited service for faculty and staff personal computers. This service is available for one personal faculty or staff computer which must be used for UND business. Services include: removal of viruses, installation of anti-virus software, connection to email, and individual consultations. Copies of Read Write Gold software are also available at the Service Desk. If the computer requires a rebuild, we will provide a referral to a computer service company. We provide full service for UND computer equipment (must have a UND green barcode tag).

We provide warranty and out of warranty repairs for Dell and Apple computers (Apple warranty service does not include Apple iOS products: iPhone, iPod, and Apple TV). iPad warranty services will be available soon. We currently have three Certified Mac Techs: Joshua Jones, Chadd Damm and our newest certified Mac tech, Tyler Ingham!

For additional information, including support hours, contact information, and access to our knowledgebase, please visit http://techsupport.und.edu/.

Tech Tid-bitz: Preventing Computer Viruses by Terry Cultice

One of the best ways to keep your computer clean is to simply not turn it on!! However, if you must turn it on, then you should try to ensure that the following steps are taken:

- Make sure that your antivirus is installed and up-to-date. This program is only as good as the last update and the last scan.
- Make sure that your antivirus program is at least doing a quick scan every day.
- Make sure that Windows updates are automatically downloaded and installed every day.
- Know where you go when using a web browser. Try to go to only known good sites.
- If you must do research on the web and go to unknown sites, then install a program like WOT (Web of Trust) utility to let you know if the site you are navigating to is reliable. WOT protects you against scam, untrustworthy links and rogue web stores (http://www.mywot.com/).
- If you do catch something, when it pops up on the screen, DO NOT CLICK on the object. Simply push the power button and call 777-6305.