

November 2009  
Fall Semester News

*In this issue*, learn more about the ePortfolio initiative; read updates about Blackboard and other campus solutions; meet our new Instructional Technology Program Coordinator; and learn more about what's happening in Instructional Technology.

All newsletters are being distributed electronically. If you prefer to receive this newsletter in hard copy, please let us know and we can provide one for you.

Have an idea for a topic? Send your ideas to any Instructional Technology staff member.

<http://www.butler.edu/ir/it>

## ePortfolio at Butler: Chalk and Wire



An e-portfolio is a living document that captures the sum of the Butler experience in a meaningful way. It captures the experiences that contribute to each student becoming a liberally educated individual and is intended to be a reflection of the student's work, contributions and growth. It is a way to weave each diverse learning experience that connects the academic, social, and service components of a four or six year Butler education into a single contextual fabric that best reflects the uniqueness of the individual. As part of the 2005-2009 strategic plan, Butler identified and implemented Chalk and Wire as the electronic solution to support the vision for using ePortfolio to foster the intentional process of self discovery.

ePortfolio has long been considered an effective vehicle for developing reflective practitioners, reinforcing critical thinking and self-assessment skills and helping to foster intention in reflection. Currently all first year students have a portfolio license and are using it in First Year Seminar classes. Other colleges and university units have also adopted ePortfolio to varying degrees including the College of Business, College of Education and College of Pharmacy and Health Sciences.

ePortfolio also serves the University by providing a mechanism for assessing effectiveness in meeting student outcomes and gives advisors and others a unique and personal view of the individual student. Learn more about ePortfolio at <http://www.butler.edu/ir/?pg=4832> or contact Julianne Miranda, [jmiranda@butler.edu](mailto:jmiranda@butler.edu) or x4663

### ***"Food for Thought" - ePortfolio at Butler University***

**November 12, noon-1:00pm**

*Plan to attend this session sponsored by the Office of the Provost and hear from faculty colleagues how ePortfolio is being integrated across campus.*

*RSVP to [rdegrazi@butler.edu](mailto:rdegrazi@butler.edu)*

## Blackboard News

### **Dropping the Lowest Score for an Assignment Type**

There are two different methods in the Blackboard Grade Center that will allow you to drop the lowest score in a group of grades when calculating the total. The easiest method involves manual exemption of the grade. To do this, highlight the cell for a grade, click the double arrow to open the contextual menu for the grade and then click Exempt Grade.

The more advanced method involves more initial setup, but less grade manipulation long term. To do this, create a Category for the group of grades through the Manage dropdown menu. Then, create a Weighted Column for that category (not the individual columns). There is an option that appears to exclude the highest or lowest grades. Finally, enter a **1** in the **Lowest** field to drop the lowest grade in that category.

## Reader's Corner

Worthy reading from around the web

**The ECAR Study of Undergraduate Students and Information Technology, 2009** study of how undergraduate students use, perceive, and interact with technology, including their preferences for the use of it in educational settings—available online at <http://www.educause.edu/Resources/TheECARStudyofUndergraduateStu/187215>

Implementing the Seven Principles: Technology as Lever an updated essay on ways to use technology to advance the use of the Seven Principles for Good Practice for Undergraduate Education—available online at <http://www.tltgroup.org/programs/seven.html>

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## Faculty Friday—11/13

Join Kate King (College of Business), Linda Hadley-Miller and Fred Yaniga (Modern Foreign Languages) in a panel discussion about the use of social media in the classroom. Each faculty member will give a presentation about the ways in which social media applications are being used in their various classes. This will be followed by an open discussion moderated by Julianne Miranda (Instructional Technology).

Please come and join us in JH170 on Friday, November 13, at 3-4 pm to explore ways in which to use social media applications to enhance student participation, engagement, and learning.

## Classroom Technology Tip

Shutting down LCD projectors at the conclusion of a class or meeting is a simple step faculty and staff



can take to help maintain mediated classrooms across campus. Bulbs for projectors are expensive, Additionally, there are a number of environmentally hazardous materials including mercury used in the production and construction of projector bulbs. Prolonging lamp life by turning projectors off when not in use not only saves electricity, but helps curb toxic materials from reaching the environment. (We do recycle projector bulbs.)

If you are in a space that features a touch panel or wall control, be sure to hit the “Shut Down” / “Off” / “System Off” button (and in the case of rooms with touch panels, confirm your selection on-screen) before leaving a space for the day. In spaces that feature projectors controlled by remote controls, press the “Power Off” button – you may be prompted by the projector to confirm your selection by pressing the “Power Off” button a second time. If the remote control requires new batteries, please contact IMS.

By doing your part and shutting down LCD projectors after your class or meeting, you are doing your part to help maintain Butler’s mediated classrooms and conserve resources on campus!

Find a complete list of mediated classrooms at [www.butler.edu/ir/?pg=2233](http://www.butler.edu/ir/?pg=2233). If you require training or assistance in any mediated space, please contact IMS at x9928 or email [mediaservices@butler.edu](mailto:mediaservices@butler.edu).

## Faculty Spotlight

### Social Media in Freshman Business Experience, Kate King

The gateway course to the Butler College of Business curriculum is MG101: *Freshman Business Experience*. The course is built on the platform of a traditional “Intro to Business” course but is much more. In addition to introducing students to the functional areas of business, students are introduced to the soft skills that are critical for success in business and life. One of the most important skills emphasized in the course is teamwork; including team communication and collaborative problem solving.

Several years ago, the COB developed a special event to kick-off the course and to create a sense of community among the freshman students. Each class participates in *Get Real Weekend (GRW)*, a two-day experience held early in September. Saturday’s activities include team building activities in Holcomb Gardens and personal challenge activities on the high ropes course.

This year, Kate King used her summer training from the Social Media Workshop to capture the weekend’s events for her class and post a photo slide show on YouTube. According to Professor King, the student response to the slide show (set to music from the “Black Eyed Peas”) was overwhelmingly positive. “Everyone really enjoyed reliving the highlights of the weekend; particularly the terror on their classmates faces as they took the swing (38 feet drop) off the ‘breath-taker’ platform. I think that capturing the event this way really helped foster a sense of team spirit and community for the class early on.”

The slide show has already received 235 views. “It’s not exactly ‘viral’ but 235 views is not bad for a class of just 22 students.” Check it out at <http://www.youtube.com/watch?v=8GbGg0IXzWo>.

### Using “Voxopop” and “Drop.io” to get Foreign Language Students Talking, Fred Yaniga

It is often difficult, if not impossible, to create enough “talk time” in the foreign language college classroom. Students need more speaking time to improve their skills significantly over the course of the semester, but many obstacles get in the way of this goal: large classes, limited contact hours, student shyness etc. In the past, the language lab helped to mitigate some of these issues by encouraging vocalized practice on specific texts. Now, new online tools can replicate some of that language lab functionality while bringing a fresh social media edge to the exercise.

For the past two semesters students in intermediate and advanced German classes at Butler have been using the online services **Voxopop** ([www.voxopop.com](http://www.voxopop.com)) and **Drop.io** ([www.drop.io](http://www.drop.io)) to increase individual vocalization, obtain quicker instructor feedback, and foster real-language communication. With **Voxopop** an instructor can set up private “Talkgroups” and invite students to respond vocally to prompts. Once students have logged in and posted their oral replies (via computer microphone), other students can listen in and even add audio suggestions, commentary or critique. The instructor can also post his or her own reply thus providing direct audio feedback on pronunciation and content in a communicative form which helps build the student’s listening skills while continuing to improve speaking skills as well.

**Drop.io** works similarly but allows students to use their cell phones to submit audio answers. Once the student has called a specified number and left their audio response, the file is displayed as an MP3 on the website. From there the instructor and other students can listen, post written comments or call in themselves to leave their own audio commentary.

Both **Drop.io** and **Voxopop** work from any location and allow for increased student vocalization and interaction along with fast instructor input and commentary thus increasing student “talk time” and building authentic communication on which language learning depends.

## Butler University Digital Image Collections

The Butler University Digital Image Collections were created, in part, to make Butler University's unique collections more accessible to the public by providing digital images of the physical items. An additional goal is to make slides and images, used in Butler University courses, more accessible to Butler students, faculty, and staff.

Images in these digital collections are accompanied by descriptive information. The collections are searchable in a variety of ways. The software used to create the digital image collections includes a slide show option and other features. Although these digital collections currently contain only image files, the software can also handle audio and video files.

At this time, there are six image collections available, with a seventh in development. Two of them, [The Jeanette Siron Pelton Botanical Print Collection](#) and [The Eliza Blaker Collection](#), are digital representations of materials in Irwin Library's Special Collections. These digital collections are freely available to the public. Four of the collections, [Scholars Resource Art Images](#), [Chinese Art Images](#), [Japanese Art Images](#), and [Global and Historical Studies Images](#), contain images for use in Butler courses. Due to purchase agreements and other restrictions, use of these collections is limited to Butler University students, faculty, and staff. Additional information is available at <http://content.butler.edu/cdm4/about.php>.

A gateway to these digital image collections is available from the [Digital Collections](#) link on the Butler University Libraries [home page](#). You can also access the Digital Image Collections site directly at <http://content.butler.edu/index.php>. If you have suggestions for collections to add to this site or if you have questions or comments about the existing collections, please contact Janice Gustaferro at [jgustafe@butler.edu](mailto:jgustafe@butler.edu) or x9349.

## Software Requests for Spring Semester

Faculty who have not yet submitted a software upgrade or addition request and still need to do so should contact Julianne Miranda, [jmiranda@butler.edu](mailto:jmiranda@butler.edu) or x4663, by **November 6**. Please note that software requests received after this date may not be available on the first day of class.

## Upcoming Events

Blackboard Grade Center	12/2 (Wed.) 10-11 am
Blackboard Scholar	11/12 (Thurs.) 1-2 pm
Telling a Story with iMovie, part 1 (two part series)	11/10 (Tues.) 10-11 am
Telling a Story with iMovie, part 2 (two part series)	11/17 (Tues.) 10-11 am
Introduction to Chalk & Wire	11/18 (Wed.) 9-10 am 10/20 (Thurs.) 1-2 pm
Chalk & Wire Assessor	11/18 (Wed.) 10-11 am 10/20 (Thurs.) 2-3 pm
WIKI as a Collaborative Tool for Promoting Student Engagement	11/12 (Thurs.) 10-11 am
Faculty Fridays (all in JH170)	11/13 (Fri.) 3-4 pm 12/4 (Fri.) 9-10 am

All training is in JH048 unless otherwise noted. Please see our web site <http://www.butler.edu/train/> for the full training schedule or to register for any courses.

## Emerging Technologies Committee

The Emerging Technologies Committee is a newly formed group that explores evolving technologies and cultivates dialogue around the intersection of technology and education. The committee will lead a coordinated effort to identify and examine technologies that may be of benefit to the educational enterprise at Butler University. The Information Management Council, Office of the Provost, the Library and Information Resources have jointly sponsored the creation of this committee.

Membership of the committee includes representatives from each college, the Library and Information Resources as follows:

- Jason Davidson, College of Business
- Catherine Hagerman Pangan, College of Education
- Kent VanTyle, College of Pharmacy and Health Sciences
- Rob Koharchik, Jordan College of Fine Arts
- Rebecca Wahl and Fred Yaniga, College of Liberal Arts and Sciences
- Dan Roose, Butler Libraries
- Tim Brimmer, Member-at-large
- Julianne M. Miranda, Committee Chair, Information Resources



## Lending Library Spotlight

Instructional Technology has equipment and books for you to experience the newest technology that students use every day and explore ways to integrate it into the classroom. For more information or to arrange a rental, please contact Kenetha Frisby, [kfrisby@butler.edu](mailto:kfrisby@butler.edu), x8533 or visit Instructional Technology in JH037.

### Apple iPod touch (or iTouch)

The iPod Touch is a revolutionary “pocket computer” designed to be convenient and user-friendly. In addition to being a music and video player, the iTouch comes with built-in Wi-Fi, letting users connect to any Wireless network they have access to. Being controlled fully by its multi-touch screen, the iTouch allows for easy interaction, letting users zoom in or out on a web page, open links and type on the unit’s landscape keyboard. A great many Applications are available through the iTunes store to help educators, such as a notecard app that can save students and teachers a great deal of paper.



### *A Better Pencil: Readers, Writers, and the Digital Revolution*, by Dennis Baron

Computers have been blamed for many issues around society’s changes in writing and communication styles. This book takes a good look at both the positive and negative impacts that computers have had on our writing processes and puts those changes into context with the changes wrought in communication styles by earlier technological advances, including the pencil, clay tablets, the printing press, and typewriters. Everyone of these innovations, including the very invention of writing itself, was greeted with anxiety over how these technologies would affect communication and society. By putting our current concerns over the computer in context with these earlier changes, Baron provides an interesting perspective on the current debate.



## Staff Spotlight



Kenetha Stanton Frisby joined the Instructional Technology team in August of 2009 as Instructional Technology Services Coordinator. She has a Masters of Library Science degree from Indiana University. In her role, she finds ways to use technology to support the organization, presentation, and accessibility of information, particularly in support of teaching and learning in higher education. Kenetha has a background as a research chemist and project manager in the pharmaceutical and biotechnology industries. She has her Project Management Professional (PMP) certification and a Master of Science in chemistry from The Ohio State University.

### Instructional Technology Staff

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## ePortfolio Tip

### Proper submission of assignments for assessment

When students submit their assignments for assessment, there are two important things they must be sure to do in order for the assignment to show up in your assessment list: they must link the submission to a rubric, and they must select you as the assessor to whom they wish to submit the assignment.

When students indicate that they have submitted an assignment, but you are unable to see it, it is likely that they have missed one or both of these steps. Please send the students to the [ePortfolio page](#) on our web site to find more information about this process. In the student section, we have several instructional documents available, including one entitled [ePortfolio: Submitting for Assessment in Chalk & Wire](#) that will walk them step-by-step through the submission process.



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