Information Services Guide

UO Website
www.uoregon.edu

IT Website
it.uoregon.edu

Help Desk (151 McKenzie Hall)
helpdesk.uoregon.edu

(541) 346-HELP

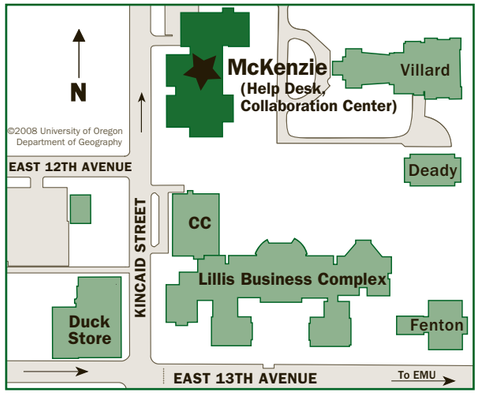
helpdesk@uoregon.edu

- Mac OS & Windows help
- Hardware repair & upgrades
- Help with damaged disks, files
- Help with Duck ID
- Help with Internet connections, file transfers
- Antivirus & antispyware

Information Services Collaboration Center (175 McKenzie Hall)
(541) 346-4406

New

SMART Board, videoconferencing, computing-related books, CDs, and training videos.



Help Desk Hours (151 McKenzie)

MON–FRI	8:00 AM – 5:00 PM

McKenzie Building Hours

MON–THU	7:30 AM – 11:30 PM
FRIDAY	7:30 AM – 7:30 PM
SATURDAY	9:00 AM – 9:30 PM
SUNDAY	9:00 AM – 9:30 PM

Note: These are building access hours; hours for individual facilities may vary

Campus Modem Number
(541) 225-2200

Network Services
ns.uoregon.edu

(541) 346-4395

nethelp@ns.uoregon.edu

Central data communication & network services

Telecommunications Services
telcom.uoregon.edu

(541) 346-3198

Local and long distance phone service for UO campus

Administrative Services
ccadmin.uoregon.edu

(541) 346–1725

Programming support for campus administrative computing

UNIVERSITY OF OREGON

OFFICE OF THE VP FOR INFORMATION SERVICES AND CIO
1212 University of Oregon
Eugene, OR 97403-1212

UNIVERSITY OF OREGON

ITconnections

INFORMATION TECHNOLOGY APPLICATIONS AT THE UNIVERSITY OF OREGON

SPRING 2009

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A message from our CIO

Playing for a Good Grade

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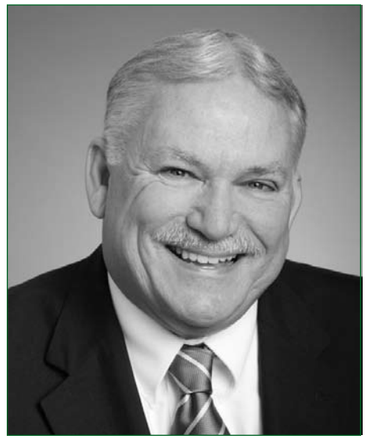
OSU, PSU and UO share wireless access

.edu Tech Roundup

Professor Nancy Cheng uses an AirLiner and SMART Board to demonstrate how she uses Photoshop to explore architectural lighting effects.

Living for the Moment



As a faculty member I've always enjoyed a great sense of satisfaction when I see students discover something new, make a connection between material in different courses, or take their understanding of course material to a deeper level. These moments sometimes come in classes, but are often realized while students are working with their peers on special projects, or with information technology resources that allow for innovation and discovery.

The same can be said for involvement in research work. We live for the moments when we realize that we are exploring something that no one else has examined. In those times we are energized to press on with our work and also to share our findings with colleagues and expand the knowledge base for our discipline. For those engaged in graduate education there is also the satisfaction of seeing students have this experience, either during their course of study at the university or in their professional career.

With most of my time in administration at this point in my career, living for the moment has taken on a new meaning. Like many who work in an academic support role we live our lives vicariously through the work of faculty and students. In this issue of *IT Connections* we are introduced to several individuals who are using information technology so that we can be inspired by their work.

Paul Swangard, who recently won an innovative technology grant from the Northwest Academic Computing Consortium, shares a little about the work he is doing with simulation games in sports management. We are introduced to several faculty and students who took part in the Collaboration Center Symposium and Open House last November. And we are given a quick review of a regional programming competition that took place in the Information Services lab in the EMU. In each of these instances there were many "moments" for faculty and students as they made use of information technology resources for discovery, innovation, and communication with others.

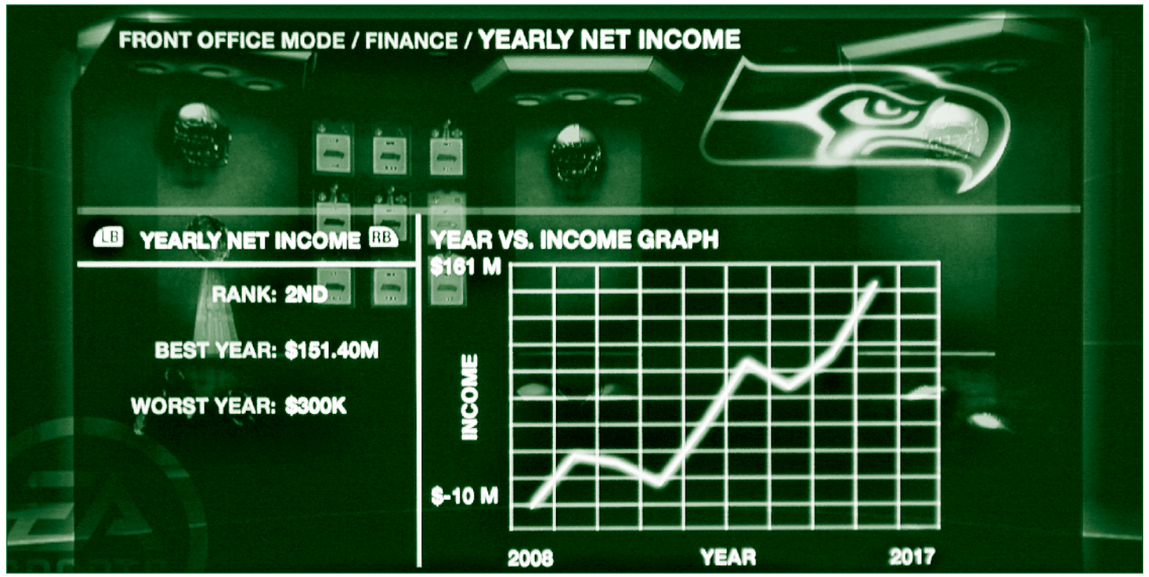
The ".edu Tech Roundup" provides many other examples of our colleagues at other universities making use of information technology resources and finding their own "moments" in their teaching/learning and research work. I hope that in exploring this section you will make use of the Internet addresses given and take time to explore these sites further.

At the time of this writing the university, like all of higher education, is dealing with difficult times due to the downturn in the world economy. Yet despite these difficult times it is exciting to see our faculty and students using information technology resources to create their special teaching/learning and research "moments." I for one am also thankful that they share these with us, and allow us to support them in their academic work. These are the moments that those who provide academic support live for.

Don Harris
VP for Information Services and CIO
cio@uoregon.edu

Playing for a Good Grade

USING MADDEN NFL AS A SPORTS MANAGEMENT SIMULATOR



Franchise mode shows Madden NFL is more than tackles and touchdowns.

Simulation games are common in business classes, where they often focus on manufacturing and selling generic products like widgets. But when a Sports Business faculty member decided to run a simulation game pilot project, he skipped the widgets and went straight for an XBox 360.

Paul Swangard, Managing Director of the James H. Warsaw Sports Marketing Center, is using Madden NFL's franchise mode to help his SBUS 199 students grasp marketing and business decisions faced by NFL franchises.

"Students make off-season decisions that an owner would make," Swangard said. "Things like coaches, front office staff, stadium amenities, and sponsorships. They have limited choices on players."

About half of the students in the class participated in the pilot project. They formed teams of four and were given the same team, the Seattle Seahawks, to manage through ten seasons. Students were graded on the decisions they made and the rationale behind those decisions.

Chris Dukeminier, the course's Graduate Teaching Fellow, said the game helps students recognize beginner's mistakes. For example, Qwest bought the naming rights for the Seahawks' home field. In the game, Dukeminier said, "the students can sign Sprint as a sponsor. In real life you can't do that."

Swangard said the pilot project has two main criteria: "Does it keep the kids engaged? Does it provide a better understanding of the business of sport?"

Dukeminier saw it as a success, with a few caveats. "It certainly kept the students engaged and I think that overall they learned quite a bit from the combination of the Madden project and Paul's course. It also proved to be much more engaging than the typical business simulation where you sell widgets," he said. "It was not at all uncommon for the students to be cheering when their team did well, or yelling when it did poorly."

Dukeminier said that the simulation required using information from lectures and supplemental instruction. "The teams that did the best were the ones that were able to effectively bridge the gap between the classroom and the simulation," he said.

Looking to the future, Swangard said that if this pilot project is successful, they will expand its use in class. "The fall term course would be built around football, with basketball in the winter and baseball in the spring," Swangard said. The winning team traveled with Swangard and Dukeminier to Seattle for a Seahawks game and a tour of the Qwest Field and the Seahawks front offices.

The pilot project was made possible by a grant from the Northwest Academic Computing Consortium. ◊

Collaboration Center Symposium and Open House

INFORMATION SERVICES EVENT DEMONSTRATES THE INTERSECTION OF TECHNOLOGY, COLLABORATION, AND WORKSPACE

Professors from East Asian Languages & Literatures discover one advantage of SMART Boards: the ease of inputting non-Western characters.

In November, Information Services hosted a Symposium and Open House at the McKenzie Collaboration Center. The event began with a demonstration by Patrick McDaniel, a senior Psychology student, who showed some of the core features of the Collaboration Center's SMART Boards. Three faculty followed McDaniel. Each spoke about their experience teaching in the Collaboration Center and their use of SMART Boards.

The event began with a demonstration by Patrick McDaniel, a senior Psychology student, who showed how students use SMART Boards to brainstorm and collaboratively create a group presentation. Three faculty followed McDaniel. Each spoke about their experience teaching in the Collaboration Center and their use of SMART Boards.

Nancy Cheng, an Associate Professor in Architecture and Allied Arts, demonstrated how she uses the SMART Boards and Photoshop to teach A&AA students the nuances of lighting.

During the working lunch, participants were divided into three groups and given the task of using the SMART Boards to gather research on sustainability. Each group showed their own unique style.

After lunch, Amy Harter, the Chinese Flagship Coordinator at the Center for Applied Second Language Studies, showed the audience how she uses SMART Boards and Google Earth to more effectively show orientation material to groups of students.

The event ended with a special guest, the Oregon Duck, who entertained visitors at the Collaboration Center. The Duck used Google Earth on the SMART Board to draw himself in to the satellite photo of Autzen Stadium and joined university CIO Don Harris in commenting on the draft of the academic plan.

The Symposium drew faculty who had never used SMART Boards before. Cathy Phelps, an Instructor with the American English Institute, participated in the Symposium and has been using the Collaboration Center since then.

"I'd love to schedule almost every class meeting in the Collaboration Center," said Phelps, "but I don't want to hog the goodies."

Phelps likes the SMART Boards because the physical involvement seems especially stimulating for students. "Just the act of picking up the color 'pens' and moving text and other items around on the screen seems to activate brain activity, putting students into motivated exploratory and problem-solving modes," she said.

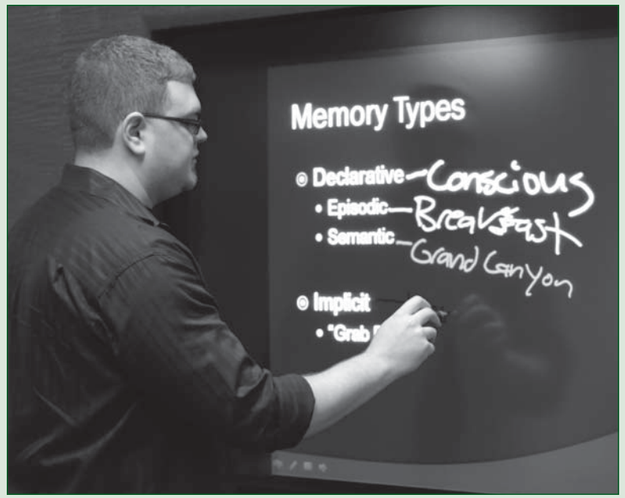
After participating in the symposium, Amy Reid, an Adjunct Instructor in the American English Institute, brought her Reading, Writing, Grammar class to the Collaboration Center to use the SMART Boards.

"The SMART Board is a great tool for group work because it allows me to scaffold the students' discussion," Reid said. "I typed a document that they could easily read together on the board. Writing on the board isn't very different from writing on the paper, but more students can see the work and participate. Also, I think the novelty of the SMART Boards adds an incentive for students to work with a group to complete what are common grammar exercises. ◊

To schedule a class, or more information on how to use the McKenzie Collaboration Center and the SMART Boards, call (541) 346-4406 or visit collab.uoregon.edu.

The Oregon Duck poses with a student at the McKenzie Collaboration Center open house.

Profile: Patrick McDaniel



Senior Psychology student Patrick McDaniel demonstrates different color "inks" on a SMART Board.

Patrick McDaniel is, by his own admission, a traditional learner. "Books and reading are primarily what I benefit most from," he said. Yet McDaniel also is adroit with technology. A senior Psychology major and student employee at the McKenzie Collaboration Center, he said that learning how to use the SMART Board was not a stretch.

"I have a touch screen PC [at home], so there's not a whole lot of difference, but [the SMART Board] provides a certain interactivity that you can't get using a computer mouse or track pad," he said. "For drawing and writing it makes it a little more visual, a little less foreign."

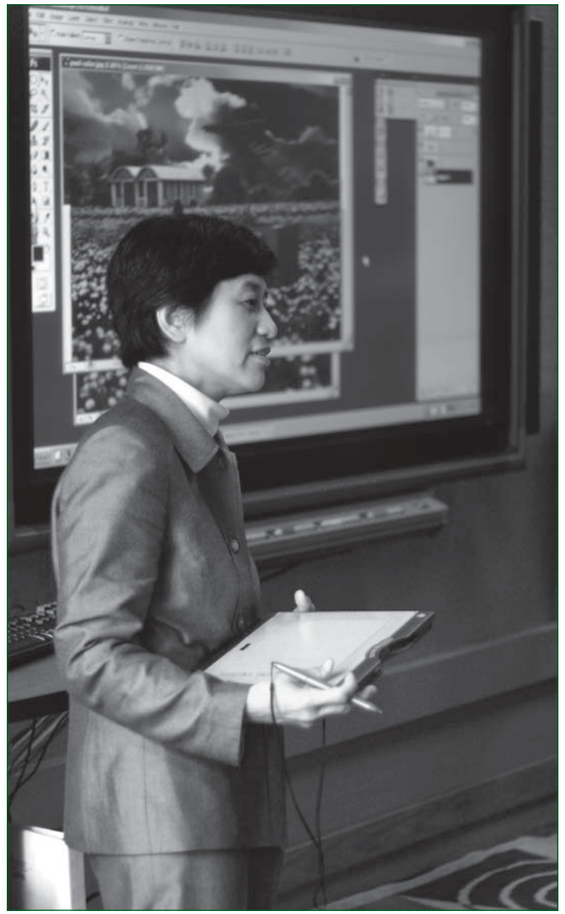
For the symposium, McDaniel took his own psychology class research and adapted it to PowerPoint to demonstrate the basic functions of the SMART Board. During his presentation he showed how to annotate PowerPoint slides to explain and emphasize concepts.

As a Collaboration Center employee, he teaches students and faculty how to use the SMART Boards, and he says new users often get excited by the possibilities.

"We get that with a lot of people," McDaniel said. "Not so much an A-HA! as in how they can use it, but an A-HA! as in, 'That's really cool!' All the students and teachers, the minute they see it in use, they all light up."

"Unfortunately, people come in not knowing how to use the SMART Board to their advantage," he added. ◊

Profile: Nancy Chang



For Architecture professor Nancy Cheng, technology has always been a part of teaching and learning. In 1992, she and several fellow graduate students experimented with designing through online collaboration, a number of years before the web hit critical mass. Nancy was interested in exploring how "the technical, social, and design parts come together."

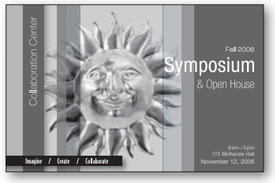
Now that Nancy teaches architectural design and computer methods, she continues to explore how those elements fit together. While teaching classes on Photoshop, Illustrator, and Sketch-Up, she has experimented with using wikis and e-portfolios in her classes, sometimes with surprising results.

During the term, students posted their projects and explanations of their work in their e-portfolios. "I was astounded at the depth of understanding that some of the students, who were very rudimentary with their graphic skills, revealed through their work," Cheng said. "That was the biggest revelation for me."

Cheng is continuing to explore the intersection of design, architecture and education in several ways at once. Cheng and several graduate students have been working with a computer-controlled router to carve designs into wood. They taught several class sessions in the McKenzie Collaboration Center, using the SMART Boards and the design software Rhino.

She is also developing course work around building information models, which are information rich, three-dimensional models. "Instead of making rectangular shapes, you are building walls that are brick, that have insulation and chipboard on the inside. There's lots of data," Cheng said. "It's a centralized, 3 dimensional repository for all the members of the building project team." ⟐

Architecture professor Nancy Cheng uses an AirLiner to interact with the SMART Board during her Symposium presentation.



Above: Postcard invitation for the Symposium and Open House.

Right: The audience watches Rachel Drummond Sardell's video of her students using the Collaboration Center.

Profile: Rachel Drummond Sardell

AEI instructor Rachel Drummond Sardell prepares to show the audience a video of her class using the SMART Boards to correct grammar during an in-class assignment.

Rachel Drummond Sardell has incorporated the McKenzie Collaboration Center's SMART Boards into her lesson plans. As an English teacher at the American English Institute, she highlights one lesson that involves her students working together to identify incorrect sentences and correct the grammar in a Microsoft Word document.

"[SMART Boards] are extremely effective because students can physically manipulate the text and change it on the screen," Drummond Sardell said. "And the group work responsibilities can shift easily from one student to another. If one person has the keyboard they know they are not the only person responsible for figuring out the verb tense or how to change an erroneous sentence to make it correct." She added that pen and paper lack the collaborative element. "With paper, one person takes notes and nobody else can see them," she said.

Drummond Sardell uses an assortment of technology in her classes, from Blackboard and email to Word, PowerPoint, audio and, of course, the SMART Boards. She was so delighted with her initial SMART Board experimentation that she made an amateur movie of one class as they worked through the assignment. She wanted other faculty and staff to see how the interaction among her students changed when they worked together on an assignment.

When asked what other technology she would like to see in classrooms, Drummond Sardell had a long list: "Basic education technology in all classrooms, like LCD projectors, screens, computers, and audio equipment. Document cameras in every classroom would be useful, too. It would eliminate the need to make wasteful transparencies. And more SMART Boards." ⟐

Using Google Earth and a SMART Board, Amy Harter shows how she prepares exchange students with a virtual tour of Beijing, China.

Coders Compete for Kudos

UNIVERSITY OF OREGON HOSTS THE ACM REGIONAL PROGRAMMING COMPETITION

Eighty-eight teams from three dozen schools competed in the ACM Pacific Northwest Region Programming Contest. The region has a large number of teams, so the contest is held simultaneously at five sites. The University of Oregon was one of those sites, hosting twenty-four teams from eleven schools. The UO event was hosted by Computer and Information Science and Information Services at the EMU Computer Lab.

Three-student teams were given five hours to solve as many programming problems as possible. The programming problems are typically story problems that recreate real-world programming challenges. Team members must write code to generate the correct output quickly.

Teams from the University of Washington took the top three places in the Eugene site competition. In the Pacific Northwest Region, teams from Stanford took first and second places, with the University of California at Berkeley placing third. The top three teams from different schools will represent the region in the World Finals in Stockholm, Sweden in April.

The top University of Oregon team, Suspicious Shadowing, placed twenty-first in the region. That result, said contest director David Atkins, was a little disappointing.

"It just means we'll have to work harder in practicing for the next time," Atkins said. "Having the contest here can generate more enthusiasm among our students." The contest takes the concepts and algorithms that students learn in class and forces competitors to apply those ideas under pressure.

"The time constraints placed on the competition force you to think about solving problems in a different way than work–or class-related programming," said Josh Yaganeh, a member of The Unhandled Exceptions, one of the University of Oregon teams. "The most difficult part was trying to tackle problems that were unlike others I have previously encountered in a timed setting and without access to online resources."

Atkins said that the problems may sound easy, but they are not.

"Problems are generally stated in terms that are easy to understand for anyone. A solution is not so easy to state," said Atkins. (See a sample question on page 9.) These contests "help students to see that algorithms that they learn in theory are actually relevant to everyday problems. Participating in the contest is a positive thing for a student to list on a resume, and I'm sure that the winners of the world finals have good job offers as a direct result of their contest performance."

Computer and Information Science and Information Services plan to host the event again next fall. ◆

Welcome Guests, to our Wireless Network

HOW TO SPONSOR GUESTS FOR WIRELESS ACCESS

Visiting lecturers, researchers, faculty, staff, and parents can now use the university's wireless network for internet access.

To access the internet, guests must first be sponsored by a university faculty or staff member. The sponsor enters the visitor in the Network Guest Access System and then gives the guest his or her temporary password.

To sponsor a guest, visit **sponsors.uoregon.edu**.

For more information about who can sponsor guests, what guests can be sponsored, and other policy details, visit **it.uoregon.edu/help/guests**.

Information Services deployed the new feature, dubbed the Network Guest Access System, in mid-March.

Most university faculty and staff can sponsor guests for up to seven days of free wireless access. The web interface for sponsoring a guest is designed for both individuals and groups of hundreds or thousands, such as a conference or day-long symposium.

Information Services used a prototype for the 2008 Olympic Trials to provide internet access for visiting athletes, coaches, and the media during the 10-day track and field event. Information Services examined what worked well during the meet and used that as the basis for the new Network Guest Access System.

For answers to frequently asked questions about the Network Guest Access System, visit the FAQ at **it.uoregon.edu/help/guests/faq.shtml**.

OSU, PSU AND UO TRADE WIRELESS ACCESS

Three institutions–Oregon State University, Portland State University and the University of Oregon–have granted students, faculty, and staff wireless internet access on one another's campuses.

When visiting the other campuses, university students, faculty, and staff can log in to the wireless network using their Duck IDs, with "@uoregon.edu" appended, and passwords. If your Duck ID is "jersmith", you would use "jersmith@uoregon.edu" as your user name when logging in.

At Oregon State University, select the wireless network called "OSU_Access" and open a web browser to log in. At Portland State University, select the wireless network called "PSU General Access" and open a web browser to log in.

OSU and PSU guests visiting the University of Oregon should select the wireless network called "UO Guest" and open a web browser, then select their institution from the Affiliate menu. A guest user name will be the visitor's full email address, as in "jersmith@onid.orst.edu" or "jersmith@pdx.edu."

Like many things in Oregon, the idea grew organically. "It was an idea that Jon Dolan [OSU's Associate Director of Network Services] had been kicking around informally," said Dale Smith, University of Oregon Director of Network Services. "Our thought was that we had a lot of folks who traveled back and forth and that it would make life easier for both of us."

ACM REGIONAL PROGRAMMING COMPETITION

Program the Mars Rover	
SAMPLE QUESTION	You are working on the team assisting with programming for the Mars rover. To conserve energy, the rover needs to find optimal paths across the rugged terrain to get from its starting location to its final location. In this problem, you are to find the path that uses the least amount of energy and goes from the top left corner to the bottom right corner of a matrix. Each cell in the matrix contains the energy cost of traversing that cell. The only legal moves are up, down, left and right.

Medpedia Project Aims to Be the Wikipedia of Health and Medicine

Medpedia intends to become the new model for sharing information about health, medicine, and the human body. The service, which went live in February 2009, offers three services: a collaborative, wiki-based encyclopedia, a directory of health professionals and organizations, and Communities of Interest, where medical professionals can share information with the public. The content is created by physicians or those with Ph.D.s in a biomedical field. Medpedia screens the contributors before they are approved to write content.

www.medpedia.com

Budget Cuts go Green at Washington State University

In the face of a budget shortfall, Washington State University President Elson S. Floyd announced in February that the university will go paperless for all internal communications. Floyd said that despite predictions of a paperless society for years, more paper than ever seemed to be crossing campus desks. The president expects the change will spur creativity as the university's staff find alternatives to printing newsletters, memos, and event flyers. Staff plan to use e-mail and web communications as a replacement for the printed material.

president.wsu.edu/perspectives/021009.html

If You Crunch the Numbers They Will Come

The Media Cloud is a media analysis tool looking for researchers. The web site, currently in an infant state, ingests news stories from an ever-growing list of sources and analyzes them to determine the topics, people, and countries therein. The site, a project from the Berkman Center for Internet and Society at Harvard University, openly solicits research ideas and site improvements that will make the tool more useful. The project's goal is to offer a way to quantitatively examine questions like, "Where do stories begin?"

www.mediacloud.org

College Debate Teams Face Off in Second Life

In February, two college debate teams argued the merits of abolishing faculty tenure in Second Life, an online virtual world. Avatars of debaters from St. John's University locked horns with the University of Vermont. Organizers declared the event a success, noting a full virtual room, viewers from a number of countries, and a healthy post-event buzz about other virtual debate possibilities.

globaldebateblog.blogspot.com/2009/02/second-life-debate-succeeds.html

2009 Horizon Report Describes Education Technology Trends

Expanding cellphone-based services, cloud computing, geocoded data, and semantic-aware software are several technologies that could reach the mainstream within the next five years, according to this year's Horizon Report. The annual report, a collaboration between the New Media Consortium and the EDUCAUSE Learning Initiative, claims cellphones are the closest technology to widespread adoption in education. The report sees semantic-aware applications, software that understands the context of information online, as technology that will need four or five more years before it has the potential of widespread use.

wp.nmc.org/horizon2009

Simulating America

Using up to 163 variables from U.S. Census data and computer clusters, researchers at Virginia Tech are simulating how American's lifestyles, travel patterns, and health effect the spread of a flu epidemic. The system models the lives of about 100 million Americans, drawing on the huge quantities of publicly-available demographic data. High-speed computer clusters can run 20 simulations an hour. The simulation is not limited to epidemic studies. The software can also model traffic flows or the adoption of cultural fads.

spectrum.ieee.org/dec08/7051

Saudi University, Not Yet Complete, Shows Itself Off With an Interactive Map

King Abdullah University of Science and Technology, a graduate-level research university, is still under construction. To help attract students and faculty, the university has created an interactive map of its unfinished campus. The project is unique: build from scratch an 8,900-acre campus, complete with housing, grocery store, restaurants, golf course, marina, and full-service health care. The map gives users an idea of how HOK architects have designed this one-of-a-kind project.

www.kaust.edu.sa/interactive-map/map.aspx

Get Paid for Good Grades

A new web site called GradeFund aims to connect students with friends or family who want to encourage great learning. Sponsors commit a dollar amount for each grade. Students upload their transcripts at the end of the term. GradeFund verifies the grades then distributes the rewards. Whether the system works remains to be seen. The web site showed two recent students who had raised only $3.50 between them.

www.gradefund.com

Your Laptop is a Seismograph

Seismologists at the University of California at Riverside and Stanford University are working to create the world's largest and densest earthquake monitoring system by using the accelerometers built in to many laptops. The software sends accelerometer data to the server, tracks the laptop's location to within a few kilometers, and verifies that the computer's clock is accurate. To participate in the distributed computing Quake-Catcher Network, users simply install the BOINC client, available for download from the Quake-Catcher Network.

qcn.stanford.edu

Experimental Flash Debate on Twitter Nets 'Middling Success'

The Ed Techie, an education blogger, tried to have a flash debate on Twitter. The result was "only middling success," said the Ed Techie. "My debate around virality didn't go viral." The Techie is considering another attempt in the future with a topic that is more focused.

nogoodreason.typepad.co.uk

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Pandora.com
Last.fm
iLike.com

Joost.com
Hulu.com
Network TV Websites
YouTube.com