

Teaching and Learning with Technology

at Yale University

Students Engage in Spanish Chat

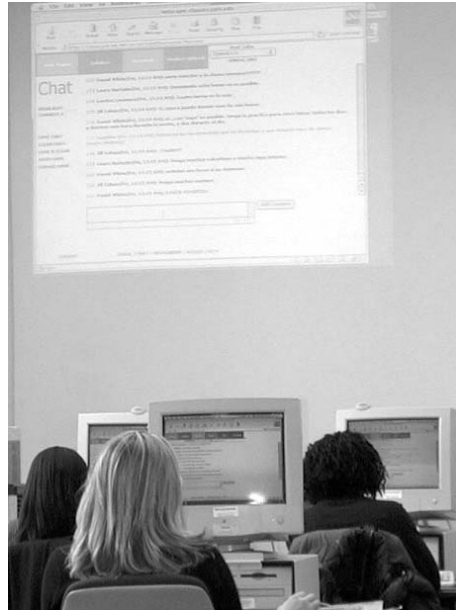
Former Spanish instructor Anne Lambright first suggested a real-time computer chat session for introductory Spanish classes. Students in last spring's chat session enthusiastically engaged in typing their responses to the assigned tasks. The experiment was so successful that Elementary Spanish co-directors Lourdes Sabe and Sybil Alexandrov decided to make chat a feature of their curriculum.

First-year language students are rarely expected to converse orally in groups for an entire class; however, because students these days feel at ease with computers, they are able to stay on task, manage lengthy conversations and really enjoy language learning in this context. Students who are typically hesitant to participate in class become active in the chat rooms; they gain confidence using this format.

"One of the obvious benefits is the lack of inhibition the students feel communicating via computer, another is that it provides the instructor with a unique opportunity to actively (and silently) participate in the writing process of an entire class," say Sabe and Alexandrov. "We have also found that the sentences exchanged by the students are ideal for pinpointing common grammatical mistakes and can be used at a later date for both peer editing and grammar review exercises."

Chats facilitate sustained discourse in Spanish. Students receive two or three topics about which to 'converse' for a fifty-minute period. Small groups allow instructors to require that each student participate a given number of times. This changes the dynamics of the class as everyone is fully engaged in a way that is not possible in a traditional classroom setting.

In the Phelps Gate computer classroom, students are assigned the number of their electronic chat group. Members of each chat group are scattered around the room so that they have to communicate in writing.



Instructors can monitor all the chat groups and interject comments whenever appropriate. They can also save the transcripts of the chat sessions to use in class the next day. Part of the Chat was printed out and handed to the students, who were then asked to make corrections and discuss it in class.

Student response to the chatrooms has been overwhelmingly positive. They enjoy the break from the regular routine and are truly surprised by the amount and variety of language they are able to produce.

This innovative way of encouraging students to write in a foreign language is one of many possible uses of Classes. It's a versatile and effective tool for use in any class in which the instructor wants to encourage discussions in small groups. An added bonus is that it can be saved and used as the basis for future discussions. For more information about the use of the chat feature, please visit

<http://www.yale.edu/instruct/web/spanchat>
Instructors interested in using the classes server for their teaching should email classes@yale.edu or call Gloria Hardman at 2-8903.

What's New at Classes

Classes.yale.edu continues to grow in popularity. Last year, 703 courses utilized Classes and this fall 470 courses are already online. Visit <http://www.yale.edu/instruct/web> for Classes documentation. Workshops are available for instructors who want to create and maintain course Web pages. In these short sessions, participants will create a Web page for a class, and learn how to add additional text, tables, graphics and links to other sites. Various Classes features and how to use them in teaching are also explained. For more information regarding workshops, go to <http://www.yale.edu/instruct/classinfo.html>.

Helpful Hints

Syllabus

Students access syllabi more than any other documents on Classes. Modern syllabi are course information documents that attempt to create a "common script" to aid instructors and students' efforts toward achieving desired outcomes. Content can include class day(s), time, and location; instructor and TA(s) names, locations, and day(s) and times of office hours; required and optional texts and readings; course goals, policies, schedule and evaluation procedures; and campus resources for students. Instructors may submit Fall 2001 syllabi to <http://classes.yale.edu/teach>. To get started, go to <http://www.yale.edu/instruct/web> and select Syllabus from the menu. Online syllabi are accessed easily by students and can be edited quickly in real-time to reflect changes. Questions and comments can be emailed to syllabi@yale.edu.

Access Feature

The classes access feature gives instructors the ability to grant or restrict access to

continued on page 3



New Library Web Site

Visitors to the library's Web site will see great improvements in the functionality and design of its main pages at www.library.yale.edu. The newly designed site organizes the library's resources and services into four distinctive sections: Research Tools, About the Library, Libraries and Collections, and Library Services. In addition, a search in Orbis, the online catalog, is possible from the main page. An eye-catching "bookmark" on the right highlights the "Quick Links"—fast access to Borrower Account information and frequently used services such as renewing books and requesting materials from other libraries. There is also a section for library-related news.

Designed by the New Haven firm AHDesign, the new Web site incorporates thematic colors with images from the gorgeous leaded glass windows in Sterling Memorial Library. The organization of the site was developed over the course of nine months by a library task force, using surveys, usability tests, and open forums to determine the needs of students, staff, faculty and visitors. The new site brings more information to the forefront and combines the functions of the old "Front Door," designed for visitors and novice users, and the "Research Workstation," where the electronic databases and research offerings were collected.

The new site debuted on June 5, with the conversion of the hundreds of Research Workstation pages and many other sections of the library Web site to follow over the summer. Please visit and let us know what you think of the new format. Your feedback helps us improve this critical service.

Nota Bene: News from the Yale Library Volume XV, Number 2 (Spring 2001)

2001 ITS Innovation Fund Awards

In Spring 2001, the ITS Innovation Fund presented six awards to faculty in support of instructional uses of technology. The awards spanned the Humanities, Natural Sciences and Social Sciences, and are expected to have a significant effect on the targeted undergraduate and graduate courses.

The recipients of these grants were: Professors Dudley Andrew, Charles Musser, and Michael Raine (Film Studies Program), to support a facility for *"Digital Media in Film Studies Pedagogy"*; Professor Charles Bailyn (Astronomy), to support a remote class for the introductory Astronomy course; Professors Jennifer Baszile and Jonathan Holloway (History & African-American Studies), to supplement their online digital resources for the introductory African

American History sequence courses with a digital media resource collection. Professor Mitchell Prinstein (Psychology), for his proposal entitled *"Interactive Teaching and Interactive Science: Using the Internet to Teach Psychological Science"*; Professor Thomas Tartaron (Anthropology), to develop course modules involving *"Geographic Information Systems for Investigating Ancient Human Landscapes"*; Professor Kirk Williams (Germanic Languages & Theater Studies), to further develop a computer simulation of historical theater production for undergraduate Theater Studies courses. The next round of proposals for this program will be accepted in spring of 2002. See the Instructional Innovation Grant Web site at <http://www.yale.edu/iig> for details.

Alexander Tunes Up Music Training with Technology: Wins Award

Kathryn Alexander, Assistant Professor of Music, is awarded the Yvonne and John McCredie Prize for the Best Use of Information Technology in Teaching in Yale College. The award recognizes Alexander's leadership in the creative uses of technology in the teaching of music.

Her contributions to the Music curriculum span three areas: online resources such as the Virtual Concert Hall and Virtual Music Archives; computer-based ear-training and musicianship activities that are integrated into key undergraduate courses; and the engagement of advanced software and hardware in composition and music technology instruction.

Nominators had high praise for Professor Alexander's creativity and passion for technology-enhanced music pedagogy. "Her dedication to integrating digital technologies into both the graduate and undergraduate curriculum of the Department of Music is unsurpassed. All of us have benefited enormously from her efforts, her generous leadership, and expertise in the application of digital technologies to improve the experience of music pedagogy, music

performance and music creativity for our faculty, teaching fellows and students." writes Ellen Rosand, Chair of the Department of Music.

This prize is awarded by the ITS Instructional Innovation Grant Committee based on nominations received from Yale College students and faculty. The prize is awarded annually from academic year 2000 through 2004 to an instructor in Yale College who demonstrates effective teaching and learning through integration of digital technologies into their curriculum.

Instructional technology use may be represented in Web sites, digital materials, electronic communication environments and other ways. Such instructional technologies should enhance existing materials and teaching methods; encourage contact among students, teaching assistants and instructors; increase accessibility to materials; or enhance the learning of course concepts. Recipients may use the award at their discretion to further develop, refine and strengthen technology-enhanced teaching and learning within Yale College. For information go to <http://www.yale.edu/iig>.

Center for Language Studies (CLS)

New location and new services

The CLS (<http://www.cls.yale.edu/>) has moved to its interim location at 212 York Street - located down a U-shaped driveway, between the Yale Daily News and the Drama School/University Theater. All CLS facilities, including two Multimedia Classrooms/Labs (serving as classrooms, public clusters and testing facilities), a Faculty Development Lab for development of instructional materials, an audio recording studio, a digital video editing station, as well as other technological, administrative, and instructional facilities are housed together in one newly renovated building. The CLS will be at 212 York for at least a year, while renovations to their permanent home are underway at 370 Temple/1 Hillhouse.

Most services and resources associated with the Language Lab have been integrated into the CLS, while others are being upgraded or rethought entirely.

A major change involves Oral Production Testing where a computer-based system will replace the Sony lab console equipment. The CLS will offer the new

Oral Production Testing services in its two Multimedia Classroom/Labs (MCLs) at 212 York St. Under the direction of a proctor, students will log in to computers with headphones and microphones. The tests comprise questions with a combination of audio, video, images and text. Student responses will be recorded electronically and these responses will be securely transferred to a CLS server for later access by graders.

The Directed Independent Language Study program (DILS)

The Center for Language Study has established the Directed Independent Language Study program (DILS) to give students the opportunity to study languages that are not currently offered through traditional classroom instruction at Yale.

The program is based on a carefully structured relationship among the student, a native-speaker Language Partner, appropriate instructional materials (text and audio, video and software when available), and an outside examiner. Students in the program will be expected to adhere to a daily schedule of work on their own with



the instructional materials, and they will be scheduled to meet for practice sessions with the Language Partner for one or two sessions per week. They will be tested at least once a semester by an outside examiner, a qualified college or university instructor of the target language.

There is no "teacher" in the program, as that term is usually understood in other instructional contexts. It is central to the success of the program that students clearly understand what is expected of them in such an independent learning environment: they must be self-directed and self-disciplined, and they must be willing and able to assume full responsibility for their learning.

DILS is open to qualified undergraduate, graduate and professional students. Interested students should visit the Web site at <http://www.cls.yale.edu/dils/>, or contact Maria Kosinski, Director of DILS, at dils@yale.edu.

What's New at Classes.yale.edu
continued from page 1

course sites in a variety of ways. Instructors may allow non-Yale visitors to view Web pages or may limit access to those at Yale. Further access restrictions can be applied to specific individuals. Giving access permissions for specific folders allows an instructor to set a password of his or her choosing before students can access the folder's contents. The feature also allows the instructor of record to grant another instructor or TA access to update pages as needed. Using the access feature, the instructor can view a list of students who have signed up for a particular course. Go to <http://www.yale.edu/instruct/web/> for more information and instructions.

Student Feedback feature

At any time during the semester, students can submit feedback about any course they are officially registered in. Instructors can view students' comments through <http://classes.yale.edu/teach>. E-mail any questions to online.eval@yale.edu.

Upcoming features

Online Quiz Generator

The design team at Classes is currently working on an online quiz and survey generator for faculty. The interface allows an instructor to generate a question, specify an answer, compile question banks, create new quizzes easily for makeup exams or alternatives, search on keywords, track learner progress and provide feedback to help increase students' comprehension. Testing, whether graded or non-graded, helps students and faculty monitor progress throughout the course. Many instructors create unique surveys to obtain feedback from students to improve the quality of teaching and learning here at Yale. The new quiz/survey generator will provide faculty with a customizable tool for survey creation and data retrieval.

Web forums

A "news" or discussion group provides an electronic forum for people to post items of interest, conduct discussions or voice their opinions. Newsgroups can be read using most Web browsers or newsreader software. Currently, instructors can use Yale

newsgroups for their classes to encourage communication outside the classroom. Web forums are planned to replace Classes newsgroups in Spring 2002. Like newsgroups, Web forums permit online threaded discussions, but will give instructors more options for managing the forums. Possible additional features include restricting access to officially registered students, deleting postings, permitting anonymous postings or pseudonyms, controlling who can start threaded discussions, allowing attachments and creating multiple newsgroups for a class. A major advantage of Web forums is that they do not require any special software and will work equally well with Netscape and Internet Explorer.

For more information about Classes or instructional technology issues, contact Gloria Hardman gloria.hardman@yale.edu, Pam Patterson pam.patterson@yale.edu or Ed Kairiss edward.kairiss@yale.edu. Learn more at <http://classes.yale.edu>. We welcome questions or suggestions at classes@yale.edu

Media Services Meeting Needs of Faculty and Students at Yale

Striving to provide faculty and students with opportunities to utilize media and new technologies in the classroom, Media Services has been moving forward at an incredible pace and converting many of their services to digital. Across campus, technology classrooms are being upgraded to provide faculty with more ways to use multimedia to enhance their teaching.

Media Services boasts a Video Services department whose broadcast-quality video capture of Yale's graduation proceedings was utilized by many of the major broadcast and cable networks. Go to <http://www.yale.edu/opa/news/commencement.html> to view the footage. Services include video capture, video duplication and media conversion, analog and digital editing, special projects production and consulting.

Media Service's Photography department has increased its digital imaging capabilities. The acquisition of new cameras, scanners and a wide-format printer that can produce poster-quality prints adds to the photo department's wide range of services. Traditional photography services are offered as well as an increasing number of digital image services including capture, image media conversion, digital image tuning and more.

The soon-to-open new Self-Service lab at Media Services has equipment and space for do-it-yourself conversion of analog, digital and film media. Plans are underway to add scanning and digital video editing stations for Yale community use in additional locations around campus. Classroom Services offers equipment and support for on-campus classes and special events with delivery coordination, operation and basic training for media technologies available on campus.

The laptop support services at MS rents new Dell PC and Apple Powerbook laptop computers. Several IBM PC laptop computers are also available at no cost to appropriate faculty for classroom use in scheduled courses. Visit <http://www.yale.edu/ms>.

FAS IT: Reading the Compass and Remapping Faculty Support Needs

Most people recognize the FAS IT Support Program as the people they turn to when there is trouble with a faculty computer. FAS IT staff can often be found delivering new computers, troubleshooting network connections, or stomping out nasty computer bugs. However, as the program has matured over the past four years, FAS IT has also evolved to meet an increasing range of support needs. The

program has become the central point of entry for a variety of activities related to the use of Yale's IT resources and a referral system for instructors that want to learn to use technology in teaching and research.

In the last year, FASIT has recognized the need for faculty to have access to IT resources needed for the preparation of multimedia materials for instructional use. Digitization of images, video, as well as Web-authoring tools often require access to hardware and software tools that are not available on the typical faculty desktop. In response to this growing need, a pilot project has been initiated to deploy multimedia workstations for shared faculty use within academic departments. In collaboration with the Instructional Technology Group, multimedia workstations have been deployed in Anthropology, and soon, African American Studies. In addition to the hardware and software necessary for multimedia authoring, FAS IT staff can provide assistance in learning new tools, or can provide a referral to other units within AM&T that have expertise in specific areas of multimedia development.

And if your hard disk starts making funny noises, we can help with that too.

For more information regarding the FAS IT Support Program, please visit <http://www.yale.edu/fsp>, or contact jonathan.lizee@yale.edu (432.6523).

Academic Media & Technology

Academic Media and Technology
www.yale.edu/amt

Faculty Support Program
www.yale.edu/fsp

Film Study Center
www.yale.edu/filmstudy

Instructional Technology Group
www.yale.edu/instruct

Media Services
www.yale.edu/ms

*Social Science Statistical
Laboratory*
www.yale.edu/statlab

Workstation Support Services
www.yale.edu/wss

Other ITS Departments

*Remote Access Support Group
(RAS)*
www.yale.edu/ras

ITS User Accounts
www.yale.edu/acct

*Computer Hardware and
Software Sales*
www.yale.edu/eportal

*Reprographic and Imaging
Services*
www.yale.edu/ris

Data Network Operations
www.yale.edu/dno

Other Units

Engineering IT
www.eng.yale.edu/it

Center for Media Initiatives
www.yale.edu/cmi

Center for Language Study
www.yale.edu/cls