

Conferences of Interest—Fall 2006

Higher Education Conferences

Lilly Conference on College and University Teaching (North)

September 2006 in Traverse City, Michigan
<http://www.facit.cmich.edu/lilly/>

The International Alliance for Invitational Education

September 21-24, 2006 in Asheville, NC
<http://www.invitationaleducation.net>

Diversity and Learning: A Defining Moment (Network for Academic Renewal Conference)

October 19-21, 2006 in Philadelphia, PA
<http://www.aacu.org/meetings/diversityandlearning/index.cfm>

Professional and Organizational Development Network in Higher Education (POD): 2006 Annual Conference

October 26-29, 2006 in Portland, OR
<http://www.podnetwork.org/conferences/2006/index.htm>

Faculty Work and the New Academy: Emerging Challenges and Evolving Roles (AAC&U Network for Academic Renewal Conference)

November 9-11, 2006 in Chicago, IL
<http://www.aacu.org/meetings/facultywork/index.cfm>

The International Society for the Scholarship of Teaching and Learning: Inaugural Meeting

November 9 - 12, 2006 in Washington, D.C.
<http://www.issotl.indiana.edu/ISSOTL/>

“In the end, inspired teaching keeps the flame of scholarship alive. Almost all successful academics give credit to creative teachers— those mentors who defined their work so compellingly that it became, for them, a lifetime challenge.” - Ernest L. Boyer, 1990

The Center for Teaching and Learning seeks submissions of scholarly articles on the Scholarship of Teaching and Learning, teaching strategies, faculty professional development, relevant conferences, and news announcements such as recent titles published by Northeastern State Faculty. Interested parties should send submissions for publication to the Director of the Center for Teaching and Learning, Jym Brittain at brittaij@nsuok.edu or through campus mail.

New England Faculty Development Consortium: "Improving Student Learning through Assessment and Evaluation" Friday, November 17, 2006

November 17, 2006 in Westford, MA
<http://www.nefdc.org/>

Association of American Colleges and Universities (AAC&U): Annual Meeting January 17-20, 2007 in New Orleans, LA

<http://www.aacu.org/meetings/index.cfm>

Instructional Technology Conferences

Society for Applied Learning Technology (SALT)

August 23 - 25, 2006 in Arlington, Virginia
<http://www.salt.org>

EDUCAUSE 2006 Conference

October 9-12, 2006 in Dallas, Texas
<http://www.educause.edu/conference>

Association for Educational Communications and Technology (AECT)

October 11 - 14, 2006 in Dallas, Texas
<http://www.aect.org/events/>

E-Learn 2006: World Conference on E-Learning (Association of Advancement of Computing in Education)

October 13 - 16, 2006 in Honolulu, Hawaii
<http://www.aace.org/conf/eLearn/>



Northeastern State University Center for Teaching and Learning



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Fall 2006

Welcome the Following New Faculty to NSU

NEW FACULTY 2006-2007

Burba Christopher	Chemistry	Paulissen Mark	Biology
Clevenger Sharon	English	Proctor Alissa	Optometry
Cottrell Kimberly	Curr & Instruction	Rabi Elizabeth	Acct
Dickert James	Theater	Reed Scott	Health & Kinesiology
Dobbs Margaret	Health & Kinesiology	Sander Linda	Psychology & Counseling
Ede Anita	Curr & Instruction	Stevens James	Geography
Garland Chirstopher	Social Work	Wier Cassie	Communication
Gooden Willie	Health & Kinesiology	Williams Richard	Psychology & Counseling
Green-Brose Carolyn	Social Work	Williams Marjorie	Psychology & Counseling
Haggard Kendra	English	Hired Spring 2006	
Idoux Monique	English	Bendure Rodney	Optometry
Kern David	Management	Brittain Jym	Ctr for Teach/Learn
Kroger Kristen	Library	Carr Leland	Optometry
Kwok Julia	Finance	Garin Higgins	Health & Kinesiology
McCandless Amanda	Music	Mansheim Amanda	Music
Martin Jessica	Chemistry	Wood Karen	Nursing

New Student Frame of Mind

Most traditional students entering the University this fall were born in 1988, during their lifetime:

1. Voice mail has always been available.
2. The federal budget has always been more than a trillion dollars.
3. Condoms commercials have always been on television.
4. There has been no smoking on any domestic airline flights.
5. They have grown up in a single superpower world.

This list was inspired by Beloit College's annual MINDSET LIST® [<http://www.beloit.edu/~pubaff/>]

Center for Teaching and Learning Website Changes

The Center for Teaching and Learning website received a redesign this summer. We completely revamped the navigation or menu structure in an effort to make our information easier to locate.

The CTL website had and continues to have information of interest to both faculty and students, particularly in the area of distance learning. However, it was often difficult to locate the information visitors wanted. We believe the current menus, in which you can tell what each area of the

site contains simply by moving your mouse over a menu, makes it easier for people to locate needed information.

The Center website, located at <http://arapaho.nsuok.edu/~ctl> contains information about the Center staff, resources and professional development opportunities.

Additionally, the website offers information concerning grants and awards sponsored by the CTL as well as a section on the NSU sponsored Oklahoma

Higher Education Teaching and Learning Conference. Rounding out the resources on the website is an extensive section covering distance learning.

We look forward to hearing comments from our readers. We want it to be very user friendly. You can send comments regarding the CTL website to Jym Brittain, Director of the Center for Teaching and Learning brittaij@nsuok.edu

NORTHEASTERN STATE UNIVERSITY — CENTER FOR TEACHING AND LEARNING
Celebrating NSU Teaching and Learning

Recent NSU Faculty Presentations or Publications

Dr. Bill Rosener	Comparison of Web-based Graphics: Formats and Compatibility Issues	2006 OHETLC [Oklahoma Higher Education Teaching and Learning Conference]
Dr. Celia Stall-Meadows	Marketing Yourself: A Job Search Toolbox for College Seniors	2006 OHETLC
Cindi H. Fries Dr. Dawn Yonally Dr. Karen Carey Dr. Christee Jenlink	Teaching & Learning Fellowship: Factors related to Beginning Teacher Candidates Non-persistence	2006 OHETLC
Dr. Dawn Yonally	Humor is the Classroom - Cartoons	2006 OHETLC
Dr. Debbie Landry	Students as Researchers: Connecting Past to Present Through Oral History	2006 OHETLC
Dr. Donna Shelton Richard Shelton Dr. Pamela Christol	Expanding the Classroom: Podcasting and Vodcasting: New Methods for Content Delivery and Assessment	2006 OHETLC
Dr. Carl Farinelli Dr. Christee Jenlink Dr. Kenneth Hancock Dr. Charles Winkles	Common Threads in Educational Leadership	2006 OHETLC
Jym Brittain	Reflections on Five Years of Teaching Online: Teaching Transformed	2006 OHETLC
Dr. Erik Terdal Dr. Ben Kracht	Cultural Ecology Field School in Belize, July 2005	2006 OHETLC
Dr. Ernst Bekkering	Using Computer Desktop Recordings as Audio-visual Teaching Aids	2006 OHETLC
Dr. Fidelis Ossom	The Negotiability Factor: A sensible approach.	2006 OHETLC
Dr. Gene Kozlowski	Developing Standardized Pre/Post Assessment Instruments for Measuring Learning Outcomes	2006 OHETLC
Dr. Jeff Lowenthal	Group Work and Blackboard	2006 OHETLC
Dr. Joyce Van Nostrand Carol Choate Diana Mashburn	Going to the Movies! Three Uses of Movies in Nursing Education	2006 OHETLC
Kenneth Jones Jr	Life Support: Utilizing Campus Services to Enhance Distance Learning Experiences	2006 OHETLC
Dr. Sarah Deal	Graduate students' perceptions of teacher effectiveness	2006 OHETLC
Richard Shelton	Expanding the Classroom: Exploring Podcasting and Vodcasting in Education	Improving University Teaching International Conference -Dunedin, New Zealand
Dr. Donna Shelton	Podcasting: Language Instruction Applications for An Online Phenomenon	88th Annual AATSP Conference - Salamanca, Spain
Dr. Linda Wilson	<i>Teaching 301: Teaching So They Will Love Learning</i>	Scarecrow Educational Publications, a subsidiary of Rowman and Littlefield Publishers
Dr. Linda Wilson	Hope Chest	2006 Oklahoma City National Memorial and Museum Educational Summit
Your name could be here. Send publication or presentation information to brittaij@nsuok.edu		

2005-2006 Center for Teaching and Learning Fund Awardees

Alegria, Linda	Service Learning Grant	Social Welfare High School Writing Competition: What the Fifth Amendment Means to Me
Wilds, Mike	Service Learning Grant	Veteran History Project
Landry, Deborah	Service Learning Grant	Sequoyah State Park Mammal Inventory
Terdal, Erik	Service Learning Grant	Using SPSS as a Research Tool
Sawyer, Julie	Teaching and Learning Fellowship	Analysis of Retention of NSU College of Education Students
Yonally, Carey, Jenlink, Fries	Teaching and Learning Fellowship	

Not Enough Carrots - Improving Undergraduate Education

Apathetic students, illiterate graduates, incompetent teaching, impersonal campuses – so rolls the drumfire of criticism of higher education. More than two years of reports have spelled out the problems. States have been quick to respond by holding out carrots and beating with sticks.

There are neither enough carrots nor enough sticks to improve undergraduate education without the commitment and action of students and faculty members. They are the precious resources on whom the improvement of undergraduate education depends.

But how can students and faculty members improve undergraduate education? Many campuses around the country are asking this question, including NSU. Included in this brochure are seven principles that are based on research on good teaching and learning in colleges and universities.

Encourages Student-Faculty Contact—Frequent student contact in and out of the classroom is the most important factor in student motivation.

Knowing a few faculty well enhances students' intellectual commitment and encourages them to think about their own values and future plans. *Examples:* freshmen seminars on important topics taught by senior faculty; students study via learning contracts, supported by a resource group; undergraduates joining faculty as junior research colleagues.

Encourages Cooperation Among Students—Learning is enhanced when it's more like a team effort than a solo race.

Good learning, like good work, is social and collaborative, not competitive and isolated. Sharing one's own ideas and responding to others' responses sharpens thinking and deepens understanding. *Examples:* learning groups, even in large lecture classes; peer tutors; learning communities in which courses

from different disciplines are related to a common theme (such as human values).

Encourages Active Learning—Learning must become a part of the student.

Students do not learn just by sitting in class, listening to lectures, memorizing facts, and spitting back the answers. Students must process the information by talking and writing about it, relate it to past experiences, and apply it to their daily lives. *Examples:* team projects; peer critiques; challenging discussions; internships; independent study opportunities; student-designed partial or whole courses.

Gives Prompt Feedback—Knowing what you know and don't know focuses learning.

Students need assistance in assessing existing knowledge at the beginning of courses and college. As time goes on, they need frequent opportunities to perform and receive suggestions for improvement. Students need chances throughout college to reflect on what they have learned, what they still need to learn, and how to assess themselves. *Examples:* periodic counseling on student progress and future plans; portfolios; standardized tests; detailed and timely feedback from instructors on coursework.

Emphasizes Time on Task—Time plus energy equals learning.

Students need help in learning effective time management. Allocating realistic amounts of time means effective learning for students and effective teaching for faculty. Providing students with chances to integrate their studies into the rest of

their lives helps them use time well, a lifelong useful skill. *Examples:* mastery learning; contract learning; computer assisted instruction; workshops; television instruction; learning centers; correspondence courses; weekend colleges.

Communicates High Expectations—Expect more and you'll get more.

High expectations are important for every type of student. Expecting students to perform well becomes a self-fulfilling prophecy when teachers and institutions hold high expectations of themselves. *Examples:* bringing high school students to the institution for workshops; honors programs for underprepared groups and/or minorities; day-to-day, week-in and week-out expectations students and faculty hold for themselves and each other in all their classes.

Respects Diverse Talents and Ways of Learning - There are many roads to learning.

People bring different talents and styles of learning to college. Students need the opportunity to show their talents and learn in ways that work for them. Then they can be pushed to learning in new ways that do not come so easily. *Examples:* individualized degree programs; mastery learning; contract learning; choice of learning modality.

Source

Chickering, A.W., & Gamson, Z.F. (1987). Seven principles for good practice in undergraduate education. *AAHE Bulletin*, 39 (7), 3-7.

The university is the archive of the Western ideal, the keeper of the Western culture, the guardian of our heritage, the dwelling of the free mind, the teacher of teachers. - Adlai Stevenson

Why Teach Online?

Let us examine the question, “Why would someone want to teach online?” Pause before reading further and examine your own motives. Perhaps the administration either at the college or department level are encouraging you to offer your courses online. Perhaps you have heard that faculty that teach online feel a sense of freedom knowing they can deliver their course content to students worldwide at any time. Perhaps you have heard that students that take online courses report that they feel more involved with the material. There is certainly evidence to support all of these statements and more regarding online learning. Allow me to share a few of these with you.

In a survey of 255 faculty at SUNY, 74% felt that learning online was equivalent to or better than other modes, 89% felt that interaction was equivalent of higher online, 88% felt that interaction among students was equivalent or higher in online courses and 62% believe that they know their students as well or better online (Shea, et al., 2001). This should go a long way to countering the argument that online courses are impersonal and do not offer faculty the opportunity to get to know their students.

Highly interactive courses encourage students to think more deeply about the issues before them. It follows that if the course is designed to facilitate interaction between students and the faculty as well as between the

individual students that faculty would get a deeper sense of “knowing” the student. The same study states “ the interaction is more considered and thoughtful than spontaneous reactions in the classroom” (Shea, et al., 2001). To be honest, I feel this is a combination of many factors. First, interactive online courses give each student the opportunity to discuss the course material. Faculty have the opportunity to hear from every student, not just from students who are not encumbered by cultural or personality traits that prevent them from feeling comfortable speaking out in class. Additionally, let us face the cold hard truth. Many of our students come to class unprepared. I know this may come as a shock to some of us. These same students, may, in an effort to mask their lack of preparation offer opinions and “fluff” during an in class discussion and thus their participation is not at a meaningful academic level. Finally, in class discussions may not afford the time for students to form meaningful well thought through participation unless the questions are offered before the class session.

Dr. Mary Zahm, Department Chairperson of Psychology and Sociology at Bristol Community College states, “ I believe I have more active learners and more

interaction one on one with the learners in an online course than in a traditional course. Students say to me, ‘I learned so much in your course’, which is always nice to hear.”

“The evidence is overwhelming that ALN [Asynchronous Learning Networks, otherwise known as online courses] tend to be as effective or more effective than traditional modes of course delivery” (Hiltz, et al., 2002). This is the conclusion of a study published by the Sloan Consortium when examining the effectiveness of highly interactive online courses. The question then, for faculty interested in increasing the effectiveness of their online courses, is “How do I create a course that is highly interactive?” Feel free to share your thoughts with us on this topic or any others related to distance learning for inclusion in the next newsletter.

Hiltz, S., Zhang Y., & Turoff, M. (2002). *Studies of Effectiveness of Learning Networks. In Elements of Quality Online Education: Volume 3 in the Sloan-C series.* Needham, MA: Sloan.

Shea, P., Pelz, W., Fredericksen, E., & Pickett A. (September 2001). *Online Teaching as a Catalyst for Classroom-Based Instructional Transformation* <http://tlt.suny.edu/Research/Faculty01.d> [oc](#)

New Acquisitions to the CTL Library

Declining by Degrees: Higher Education at Risk . (2005). PBS Home Video—DVD
 Berk, R.A. (2003). *Professors are from mars. Students are from snickers.* Sterling, VA: Stylus Publishing.
 Richlin, L. (2006). *Blueprint for Learning: Constructing College Courses to Facilitate, Assess, and Document Learning.* Sterling, VA: Stylus Publishing.
 Cambridge, B.L. (2004). *Campus Progress: Supporting the Scholarship of Teaching and Learning.* Washington, DC.: AAHE
 Allen, J.E. (2006). *The New Faculty and Graduate Mentor: A Guide to Developing Teacher-Scholars for Mentors, Faculty, Administrators and Graduate Students.* Sterling, VA: Stylus Publishing.
 Jones, T.B. (2005). *The Missing Professor: An Academic Mystery / Informal Case Studies / Discussion Stories for Faculty Development, New Faculty Orientation and Campus Conversations.* Sterling, VA: Stylus Publishing.

Distance Learning Certification Spring 2006

Congratulations to the following faculty who were certified in distance learning course development.

Bentley, Mayrene	Online	ENGL 5033, Graduate Research and Writing
Conine, Jeff	Online	ENGL 4363, Advanced Composition II for English Teachers
Conine, Jeff	Online	ENGL 5653, Advanced Fiction Workshop
Deason-Toyne, Denise	Online	MDM 4213, Laws and Regulations in the Hotel and Travel Industry
Dreveskracht, Charles	Online	CRJ 3043, Police Systems
Dunker, Steven	Online	CRJ 3223, Evidence
Dunker, Steven	Online	CRJ 3023, Criminal Law II
Lowenthal, Jeff	Online	MGMT 3213, Principles of Operations Management
Malone, Chris	Online	ENGL 4903/5633, Cont. British Fiction
Pjesky, Rex	Online	ECON 3013, Money and Banking
Sommers, Penny	Online	FCS 4633, Professional Development
Sommers, Penny	Online	FCS 4083, Adult Development
Stall-Meadows, Celia	Online	MKT 3213, Principles of Marketing
Stanley, Mary	Online	ENGL 5643, Technology in English Studies
Stanley, Mary	Online	ENGL 5653, Evaluation of Writing
Whitekiller, Virginia	Online	SOWK 2013, Intro to SOWK
Wilds, Mike	Online	CRJ 5063, Comparative Criminal Justice
Winn, Patsy	Online	FCS 4293, Health/Nutrition of Young Child
Winn, Sharon	Online	ENG 4603, 20th Century American Drama
Winn, Sharon	Online	ENGL 5613, American Novel/Major American Writers
Adams, April	Video Conference	SCI 5443, Trends and Issues in Science Education
Adams, April	Video Conference	SCI 5513, Inquiry Based Instruction in Science Education
Cambiano, Renee	Video Conference	EDUC 5253, Applied Research
Cambiano, Renee	Video Conference	EDUC 5403, Fundamentals of Curriculum I
Crockett, Dilene	Video Conference	MGMT 4213, Business Policy
Lowenthal, Jeff	Video Conference	MGMT 3213, Principles of Operations Management
Shelton, Donna	Video Conference	SPAN 4413, Applied Spanish Linguistics

ACT NOW!

The mission of the Northeastern State University Center for Teaching and Learning is to foster a culture of excellence in teaching and learning by assisting faculty with their scholarship of teaching, by acting as a resource center for new teaching techniques and programs, and by supporting the University in becoming a community of life-long learners. This mission is served, in part by the award of Service Learning Grants, Teaching and Learning Fellowships, as well as funding development of

new online and video conference courses. Last year the Center for Teaching and Learning awarded over \$50,000 in funding to faculty at Northeastern State University.

The Service Learning Grant is awarded based on application and review by the NSU Scholarship of Teaching and Learning Committee.

The Teaching and Learning Fellowships are awarded based on application and review by the NSU Scholarship of Teaching and Learning Committee.

The Online Course Development and Videoconference Course Development Compen-sations are determined by application and review by the Distance Learning Committee.

The deadline for all applications is October 1.

Please visit the Center for Teaching and Learning website, under the Grants & Awards menu, for more information. Applications for these funding opportunities are also on the website.

<http://arapaho.nsuok.edu/~ctl>

Did you know the Center for Teaching and Learning awarded over \$50,000 to NSU faculty in the 2006 academic year?

Center for Teaching and Learning Professional Development Opportunities - Fall 2006

New Faculty Orientation: [August 14th in Tahlequah]

Multimedia Equipment Operation:

This hands on workshop gives participants the opportunity to learn the intricacies of using the myriad of multimedia equipment available in the modern classroom at NSU.

[August 15th & 16th in Tahlequah. Other dates and locations available by appointment.]

Video Conference Course Development Certification :

This hands on workshop provides participants the opportunity to learn the operation of the equipment necessary to effectively teach a video conference course. Additionally, best practices and teaching techniques are discussed.

[August 15th & 16th in Tahlequah. Other dates and locations available by appointment.]

Plagiarism Detection and Prevention:

Participants will examine the online tool mydropbox.com and discuss strategies to prevent plagiarism.

[August 29th at 10am and 31st at 3pm Video conference]

Receiving Student Assignments Electronically:

Participants will examine methods and tools available to receive electronic submissions of student work.

[August 30th @ 2pm Video conference]

Podcasting 2:

This workshop is designed for current users of podcasting and vodcasting and will focus on more specific topics and techniques for incorporating the technology into the classroom. We will plan for data collection to assess our efforts and focus on how each participant is utilizing the technology in the classroom.

[September 12th at 2pm Video conference]

Webpage Authoring:

Use software you are already familiar with to make a Web page. Then use software that is on your NSU computer, although you may not have used it yet, to put your Web page on Arapaho. The workshop lasts approximately one hour. You need to know how to use folders and move files in Windows if you want to benefit from this brief hands-on workshop. You also need to have space allocated to you on Arapaho and have your Arapaho user ID and password handy. To apply for space on Arapaho, go to <http://arapaho.nsuok.edu> at least two business days before the workshop starts.

[September 19th at 3pm , 20th at 3pm, 21st at 10am Tahlequah. September 22nd at 2pm Broken Arrow]

Time Saving Tips for Faculty Teaching at a Distance:

Teaching online has a reputation for being extremely time consuming. Participants will discuss best practices, tools and techniques that will maximize teaching efforts while reducing the need and urge to be "on" all the time.

[September 26th at 2pm Video conference]

Blackboard - Getting Started:

Preparing yourself and your content.

Participants are urged to bring a syllabus in Word or Word Perfect format for one of their classes to the workshop.

[September 5th at 10am, 6th at 2pm, 7th at 2pm in Tahlequah September 8th at 10am in Broken Arrow]

Blackboard - Your First Online Lesson:

Adding Content, Working with Groups, Collecting student assignments.

[October 10th at 10am, 11th at 2pm, 12th at 10am in Tahlequah October 13th at 10am in Broken Arrow]

Blackboard - Building Learning Communities:

Communicating with students, getting students active. Avoiding the urge to teach 24/7.

[November 7th at 2pm, 8th at 10am, 9th at 10am in Tahlequah. November 10th at 10am in Broken Arrow]



Center for Teaching and Learning Professional Development Opportunities - Fall 2006

Blackboard - Assessments, Students and Course:

Online exams and course evaluations. Use of Respondus. Online course standards. [December 5th at 10am, 6th at 2pm, 7th at 2pm in Tahlequah. December 8th at 10am in Broken Arrow]

Online Instructor Course:

This course is designed to prepare faculty to develop and teach effective and engaging interactive online courses.

It provides a foundation of distance education theory and application through hands-on experience of being an online student. Completion of this course will provide participants a menu of online teaching tools and techniques, as well as a course blueprint from which a complete course can continue to be built after the course is over. A primary result of the course will be development of the online learning framework specific to your

current teaching purpose with an enhanced syllabus with assignments and interactions. [Online for 5 weeks beginning October 4, 2006]

Powerpoint:

The PowerPoint workshop is for beginners, although experienced users may pick up a few pointers as well. All of things we cover in the workshop can be done on your NSU office computer. During the first half of the workshop, we will use the Microsoft Office PowerPoint 2003 QuickSteps book to cover basic skills. The second half of the workshop will be the guided construction of a PowerPoint slide show complete with inserted pictures, sounds, transition schemes and animation schemes. Participants will be given a copy of Microsoft Office PowerPoint 2003 QuickSteps to help them add to their skills after the workshop.

[October 3rd at 3pm, 4th at 3pm, 5th at 10am Tahlequah. October 6th at 2pm Broken Arrow]

Introduction to Podcasting:

Podcasting and vodcasting are exciting new tools for course content delivery and assessment. This workshop will provide participants with the technological background and file sources necessary to begin incorporating podcasts and vodcasts into their courses, and it will suggest methods for faculty and student creation of podcasts and vodcasts.

[October 3rd at 2pm Broken Arrow. October 5th at 2pm Tahlequah]

Introduction to webSurveyor:

Workshop participants will examine the tools and features of webSurveyor, an online survey software package. We will discuss use of the program in the classroom as well as use in research. We will go over the basics of survey design, presentation and use of the various menus found in webSurveyor.

[October 17th at 2pm Broken Arrow. October 19th at 2pm Tahlequah]

Advanced Camtasia Studio:

Participants of the Spring 2006 Camtasia Studio workshop are encouraged to attend this advanced workshop. We will focus on some of the more advanced functions of the program and integration into classrooms. We will cover capturing a PowerPoint presentation, adding callouts, audio, quizzes and production techniques.

[November 9th at 2pm Tahlequah]

Copyright—Are you legal?:

This workshop is designed to provide traditional and distance educators' basic information on copyright and intellectual property issues in higher education. We will discuss topics ranging from background information, fair use, distance education and permissions to the implications and limitations of the TEACH Act. We will discuss a practical approach to determining fair use and how to apply it in an educational setting in accordance with current law. This will be combination of lecture along with question and answers. [November 16th at 2pm Video conference]

Appointments to offer these opportunities to faculty at the Muskogee campus are available. Please contact Ms. Stacy Thompson at extension 5855 to make arrangements for us to visit your office.

**Register online for these workshops and watch for new opportunities at
<http://arapaho.nsuok.edu/~ctl/fpd.htm>**

