



Copyright Seminar a Success!

Inside this issue:	
TurningPoint Seminar	1
MyClasses	2
Twitter	3
Copyright Resources	3
Soaring	4
Student Passwords	4

Faculty and staff were presented with a unique opportunity last month in the TLR. Kimberly Bonner, the Director of the Center for Intellectual Property at UMUC, presented a wealth of information regarding copyrights in education with her session "Copyright Issues and Digital Course Materials". The three hour session made reference to multiple situations that faculty must address when using copyrighted works for their courses. It began with giving the attendees a look at some common faculty scenarios. Copyright ownership was a big topic during the presentation, especially for faculty who are developing and delivering online courses here at Salisbury University.



understand how to refer to the Fair Use and TEACH acts. Along with answering questions, Ms. Bonner also provided the audience with very helpful website that would make it easier to determine if they were within the rights of using particular works. (More information on these websites can be found in this edition of the newsletter.) For more information on Intellectual Property, visit The UMUC Center for Intellectual Property's website at:

<http://www.umuc.edu/distance/odell/cip/cip.shtml>

Ms. Bonner also helped outline the factors that would allow a faculty member to use the Fair Use Act. From digital video and audio to scanned copies of books, Ms. Bonner answered questions that helped faculty



TurningPoint Users Conference

Robin Hoffman made the trip to Temple University on March 12th to participate in the 3rd Annual Spring TurningPoint Users Conference. At this year's event, Robin participated in hands-on training with Turning Technologies' training professionals, breakout sessions with specialists and professor led sessions and a panel discussion, which will focus on conference-wide open implementation of TurningPoint.

First, Robin led a breakout session, "Sharing the Wealth - Group Collaboration and Competitions". In this session he discussed the use of response systems to engage students in assessing their understanding of course content through the use of group competitions.



Robin was also a part of the panel discussion and presented to all attendees during the conference. The topic was "Campus-wide Implementation of TurningPoint". Mr. Hoffman addressed the issues that our own campus had to overcome in order to successfully implement the clickers into our classrooms.

MyClasses In-The-Know

Faculty members who administer assessments online using MyClasses are sometimes met with a few challenges. One of the most common is the need to provide additional privileges for students with documented accommodations. This means that you will need to create two or more versions of the same assessment and grant students the ability to see which quiz/test they are suppose to take. Below, you will find the steps you need to take in order to do this..

1. Once the initial assessment is created, you will return to the assessments main screen. From there, you will click on "Create Assessment".
2. You will want to create a new title , which should be similar to the existing title. Many times we will suggest that you give it the same title, with the addition of an asterisk (*) next to it. (Test One = Test One*)
3. Next, you will want scroll down to the section of the screen that is titled "Template". Choose the option "Base on an existing assessment:". This will then allow you to access the drop-down menu and choose the original assessment from there. Once you have selected the correct assessment, you will then click SAVE.
4. You should now have two copies of this assessment visible to you on the screen. One with and one without an asterisk. Click on the action link next to the newly created version and select "Edit Properties".
5. Once you are in the Edit Properties section of the assessment, you can then change the date and time of availability as well as the duration. You may also want to change how the questions are delivered. All of these properties can be altered on this screen. Once you have finished, scroll to the bottom and click SAVE.
6. You will now be back at the assessments main screen. Click on the action link next to the newly created assessment once again. This time you will choose "Set Release Criteria".
7. From this screen you will have the option to choose the criteria that must be met by the student(s) in order to see the assessment. To release the assessment to a particular student(s) you will click on ADD MEMBER CRITERIA from the top menu. This will open a pop-up window. From this window you will want to click on the button to the left of the name(s) of the student(s) that you wish to see this assessment. Once you're finished, click SAVE. The pop-up window will close, and you will click SAVE again.
8. You'll be brought back to the assessment main screen. Now that you have set the new assessment up for the student(s) to see, you will need to block the original assessment from them. Click on the action link next to the original assessment, then select "Set Release Criteria".
9. Click on ADD MEMBER CRITERIA from the top menu. This will open a pop-up window. From this window you will want to click on the button that says "Does Not Equal" and then click on the button to the left of the name(s) of the student(s) that you do NOT want to see this assessment. Once you're finished, click SAVE. The pop-up window will close, and you will click SAVE again. You're done!

TLR Drop-In Sessions for April

Faculty who need help with MyClasses, TurningPoint, Turnitin/SafeAssign, Respondus, and other resources supported by Teaching & Learning Resources are invited to stop in during one of our drop-in sessions. During the drop-in times instructional designers and student technology assistants are available for help, with no appointment needed. All drop-ins are located in the TETC, Suite 213G. Our April drops-in are scheduled for:

APRIL 1st | 2-4pm

APRIL 9th | 2-4pm

APRIL 13th | 9-11am

APRIL 21st | 2-4pm

APRIL 29th | 9am-1am



TLR is on Twitter!

Web 2.0 technology is sweeping the nation and the TLR has jumped on the bandwagon to offer you continuous live updates of happenings and tips throughout the day. We're tweeting! Not a member of the social network? You don't have to be to follow what's happening. Just log on to www.twitter.com/sutlr and you can follow the latest TLR news as it happens.



Want to know more about the instructional values of using Twitter? Contact Robin Hoffman to talk about all the exciting ways you can use Web 2.0 in your classroom.

Fair Use Checklists and Tutorials

During the Copyright Seminar, Ms. Kim Bonner presented multiple websites that would help faculty determine if they are able to claim Fair Use when using materials that are copyright protected. Below is a list of those websites and their web addresses.

Copyright Crash Course– Fair Use

<http://www.utsystem.edu/OGC/IntellectualProperty/Cprtindx.htm#top>

Measuring Fair Use- Stanford University

http://fairuse.stanford.edu/Copyright_and_Fair_Use_Overview/chapter9/9-b.html

Fair Use Tool- University of Minnesota

<http://www.lib.umn.edu/copyright/checklist.phtml>

Fair Use Checklist- Columbia

<http://www.copyright.columbia.edu/fair-use-checklist>

Fair Use- US Copyright Office

<http://www.copyright.gov/fls/fl102.html>



TechKnow Tip : Scribblar

There are many resources you can use to help students collaborate in and out of the classroom. Scribblar is a free resource to help promote collaboration outside of the classroom walls. With this free tool students, and teachers, can get together in an online environment and share information. From chat tools, including live microphone audio, to a whiteboard space and file uploads, each student can effectively participate in the online environment. Why Scribblar? First, it's free and available 24/7. Secondly, it allows students to create their own online rooms without the need for instructors to setup individual group areas.



For more information and to try Scribblar yourself, visit their website at www.scribblar.com.

The screenshot shows the Scribblar.com interface. At the top left is the logo 'scribblar.com simple, effective online collaboration'. At the top right are navigation links: 'home about contact news'. The main area is a whiteboard with a diagram titled 'Process' showing a cycle of steps: 'Preparation' (with sub-points: 'Identify project goals', 'Identify project members', 'Identify project resources', 'Identify project tasks'), 'Process' (with sub-points: 'Assign project tasks', 'Assign project resources', 'Assign project members'), and 'Post-Process' (with sub-points: 'Evaluate project progress', 'Evaluate project results', 'Evaluate project feedback'). A red circle highlights the 'Preparation' section. On the left side, there is a 'User List' showing 'Rachel Pfeiffer' and 'Jeremy Proctor'. At the bottom left, there is a 'Chat' window.

Soaring with Online Learning

Teaching and Learning Resources offers the *Soaring with Online Learning* (SOL) faculty program in two formats to prepare Salisbury University (SU) faculty to deliver courses in a fully online or hybrid environment through the course management system MyClasses @ SU. The first program is aimed at faculty who will be managing and delivering an already developed online/hybrid course. The second program is aimed at faculty who will be both developing and delivering an online/hybrid course.

The program will run for four weeks for those faculty who are delivering online/hybrid courses and six weeks for those faculty who will also be developing online/hybrid courses. Upon completing the program, faculty will be able to:

- Understand the framework of online courses in distance education and at Salisbury University.
- Incorporate strategies to facilitate the various relationships found in online learning.
- Apply the best strategies and pedagogical practices of online learning.
- Deliver an online/hybrid course for an upcoming semester.

Faculty who will be developing and delivering a course will also be able to:

- Apply an instructional design model to the course development process.
- Design an online/hybrid course in MyClasses @ SU.
- Topics covered during the program include:

Light Post 1: Introduction to Hybrid and Online Learning

Light Post 2: Educators and Learners

Light Post 3: Instructional Approaches

Light Post 4: Delivery, Implementation and Support

Light Post 5: Course Assessment and Evaluation



In each program faculty will only need to attend a face to face meeting on the first and last day of their respective programs. The remaining program activity will be conducted online. Our methodology is to model how an online/hybrid course can be conducted and for each faculty member to experience being an online student. Furthermore, during the program faculty will have the opportunity to meet one-on-one with instructional designers in Teaching and Learning Resources (TLR). Although optional, the one-on-one sessions are highly recommended since they provide the opportunity to work directly on your online/hybrid course.

Applications are currently being accepted for faculty desiring to develop/deliver hybrid or online courses during Fall 2009, Winter 2010 and Spring 2010. Applications are available from the TLR homepage at <http://www.salisbury.edu/library/tlr> and should be submitted to the TLR Office by April 24, 2009. If you have any questions, please contact Melissa Thomas.

Confusion over Passwords – Off-Campus Students and Faculty

When accessing GroupWise and MyClasses primarily from off-campus, students and faculty can occur problems when their passwords expire. GroupWise WebAccess, the web based access to the campus email system, will allow an individual to log into their email even if their password expires. However, MyClasses does not! When a password is expired and an individual logs into MyClasses, the error message “You have entered an incorrect user name or password.” Because this is the same error that occurs when a person mistypes their username or password and because GroupWise WebAccess will continue to login to check email – the confusion begins.



What is not being conveyed is that password expire every 90 days. When an individual can get into GroupWise WebAccess but not MyClasses – this is sure tale sign that their password has expired. Reminders regarding expired passwords appear when a person logs onto a computer on campus – but is not conveyed from off-campus. Therefore, the solution is to change their password through the handy website: mypassword.salisbury.edu.

To alleviate this problem in the future, Information Technology will start implementing email reminders regarding password expirations. Therefore, students and faculty will be alerted via email prior to their password expiring. Additionally, the TLR and IT are looking into whether the error message within MyClasses can state that the password has expired rather than that it is incorrect.

Relay for Life

Join the TLR for SU's Relay for Life! Teaching and Learning Resources, better known at the relay as the "Tender Loving Relayers", is joining other SU departments in the fight against cancer. Both Melissa and Robin have had friends and family members who were affected by cancer. So, we are making the effort to help others in their fight against the disease.

If you are interested in donating to our team or if you would like to join, you can visit our website by [clicking here](#). Don't forget: **SALISBURY UNIVERSITY'S RELAY FOR LIFE—MAY 1, 2009**



Upcoming Workshops from Sloan-C

Accommodating Students With Disabilities: Leveraging the Online Learning Environment

Apr 8 2009 - 1:00am—Apr 18 2009 - 1:59am



Staying Organized, Evaluating Course Design, and Moving Forward with Your Blended Course

Apr 12 2009 - 1:00am—May 5 2009 - 1:59am

Getting Started: The First Step Toward Online Teaching

Apr 22 2009 - 3:25pm—May 8 2009 - 3:25pm

Selection, Incorporation and Assessment of New and Emerging Technologies for Online Courses

Apr 23 2009 - 1:00am—May 8 2009 - 6:00pm

To register for any of these Sloan-C online workshops, visit http://www.salisbury.edu/library/tlr/prof_dev/show_courses.asp.

Sloan-C Call for Papers

From Sloan-C

"We invite you to submit a proposal for the 15th Sloan-C International Conference on Online Learning: "The Power of Online Learning: Opportunities for Tomorrow." The conference strongly encourages proposals that reflect the implications for the field of specific e-learning experience and practices. Proposals that address blended learning, issues of diversity, international applications of online learning, open educational resources and/or social networking are especially encouraged. Last year's conference attracted over 1100 participants to more than 180 presentations, as well as exhibits, pre-conference workshops, keynote and plenary addresses, and a variety of other special events."

If you are interested in submitting a proposal to Sloan-C, visit their website at www.sloan-c.org.

Website of the Month

Thanks to Dr. Arlene White in Modern Languages for this month's Website of the Month. Faculty Focus, <http://www.facultyfocus.com>, is a "resource that features innovative strategies, best practices and fresh perspectives for creating a better learning environment. It's all available online and there's no cost to access it. In addition, each week we release a 15-20 page report on a timely, relevant topic.. Recent topics have included:

Synchronous and Asynchronous Learning Tools: 15 Strategies for Engaging Online Students Using Real-time Chat, Threaded Discussions and Blogs, Put to the Test: Making Sense of Educational Assessment, 10 Effective Classroom Management Techniques Every Faculty Member Should Know and Faculty Promotion and Tenure: Eight Ways to Improve the Tenure Review Process at Your Institution

Blackwell Library Benefit Concert by Martha Zimmerman, Blackwell Library

On the evening of February 28, 2009 Dr. Mike O'Loughlin (Chair, Political Science) hosted an outstanding benefit concert of Irish and American songs for the Blackwell Library. Dr. O'Loughlin (vocals, guitar) was accompanied by his son Shane (guitar, vocals), and friends Mickey Justice (vocals, bagpipes and assorted Irish instruments) and Susan Zimmer (keyboard). The program included both modern and traditional fare, so there was something for all 115 attendees to enjoy. To underscore the reason for the gathering, Dr. O'Loughlin twice specifically praised the library and its staff, saying that the absence of a library is tantamount to a mind without memory. The proceeds from this excellent and well-attended concert are being used to purchase much needed library materials in Political Science and Music. Many thanks to the talented performers, volunteers from Blackwell Library, Publications, and the Theatre Department, and to all of those who supported the library and campus community by their attendance.



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