

CCLC NEWSLETTER

THE COLLABORATORY FOR CREATIVE LEARNING AND COMMUNICATION

2007

CUSTOMIZED ASSIGNMENT SUPPORT: FALL 2007

Since it began in 2000, the CCLC has been helping more and more students and faculty both inside of the classroom and out. This term, the CCLC has directly supported over 100 students assignments, including creating customized hand-outs and leading hands-on exercises. The CCLC Director, Coordinator, and Consultants take part in the design, implementation, and evaluation of these assignments, working with each professor to determine the best way that the CCLC can support the goals the professor has for the assignment and students. This term, projects have including video editing, blogging, podcasting, and much more.

As might be imagined, customized assignment support requires extraordinary commitment and coordination on the part of the CCLC, but Jen Haldaman is not only equal to the task—she excels at it. Appreciative emails from faculty who have benefited from her assistance testify to her conscientiousness and professionalism at every stage of this demanding process. This type of collegial in-

INSIDE THIS ISSUE

- The SWCA Writing Conference
- C&IS and CCLC Video Contest
- Consultant Training Week
- The New Sign in System
- CCLC Outreach

teraction between faculty and the CCLC encourages greater student and faculty collaboration to promote the overall mission of the CCLC and also enriches the overall experience of students and professors. Complex, challenging assignments go much more smoothly when we're all working together to catch small glitches before they become big problems. If you haven't yet worked with the CCLC to implement a media-intensive assignment, don't hesitate to contact Jen or Jane with your ideas.

SOUTHEASTERN WRITING CENTER ASSOCIATION CONFERENCE

The CCLC has always encouraged student growth, including for our own CCLC Consultants. In September 2007, three groups of CCLC consultants submitted presentation proposals to the Southeastern Writing Center Association (SWCA) to be considered for the 2008 SWCA conference; all three proposals were accepted as individual presentation poster sessions. The consultants, Jane Love, Mike Winiski, and Jen Haldaman will be traveling to Savannah, Georgia in February 2008 to take part in the three-day conference.

Two of the presentations will focus on the connections between writing and technology. Angelica Blackman and Jeanette Pitts will be presenting their poster entitled "Process vs. Product Mentalities and the Writing/Technology Center." Their focus will be how to encourage an emphasis on the writing process rather than the final project and how to integrate technology into that process. In their presentation "Local Destinations: Remapping Mindsets About Writing as Technology," Chad McLain and Katherine Myers will consider the boundary between writing and technology and will investigate why and if

MEET THE CONSULTANTS

This fall, we welcomed five new consultants: Angelica Blackman, Chelsea Feutzel, Katherine Myers, Jeanette Pitts, and Jessica Stewart.

Our returning consultants are Danielle Fisher, Chad McLain, Emily Tignor, and Sarah Yost.

such a boundary exists. In a shift away from technology, Danielle Fisher, Chelsea Feutzel, and Jessica Stewart will focus on writing center theory and the reflective process on current practice in their presentation "The Writing Consultation as Text: Reading Practice to Locate Theory." The conference organizers expressed great interest in these proposals in their acceptance letter, along with the expectation that other conference attendees will benefit from CCLC consultant's good work and insights. We're very proud of this recognition!

CCLC:

HELPING YOU PUT
THE PIECES
TOGETHER



PROMOTIONAL MATERIALS

The CCLC has been releasing promotional items this year, including updated brochures and several magnets. We will also be distributing other promotional items in the coming terms, including a series of mouse pads.

THE NEW AND IMPROVED ELECTRONIC SIGN-IN SYSTEM

Over the summer of 2006, the CCLC updated its sign-in system by replacing its paper sign-in with an electronic system created by senior consultant Jen Haldaman (now CCLC Coordinator). This electronic system allows the CCLC to gather more accurate and additional information more quickly. The additional information that is now gathered will also assist the CCLC in determining what resources are most used and what equipment should be updated or purchased. Previously, the coordinator or a consultant would manually count each entry to gather something as simple as the number of visitors. Now, a search form allows the CCLC to quickly retrieve and analyze current information, which can then be displayed either tabularly or graphically. Are you curious about which departments' students make the most use of the CCLC? Smile sweetly at Jen, and she just might tell you.

HAVE YOU DONE EXCEPTIONAL WORK?

Are you interested in having your work featured on the CCLC's website? Send an Email to cclc@furman.edu. We would love to hear from you!

CCLC OUTREACH

To increase the awareness of CCLC on campus, CCLC representatives distributed brochures and magnets to freshman during Orientation Week. At Computing and Information Services' freshman computer installation, the CCLC Coordinator and a student consultant assisted in configuring the computers of incoming freshman to access the Furman network. This allowed freshman to meet CCLC staff one-on-one and to ask specific questions about the services that the CCLC can offer. Additional consultants greeted and distributed brochures to students as they were arriving and waiting. CCLC students have also visited several classes this term, including an early adoption of a first year seminar course, and CCLC Director Jane Love participated in this fall's Sophomore Orientation program. Additionally, our increase in customized assignment support has allowed more students to hear about the services of the CCLC. Although it is not always necessary for every student to come in for assistance for their current supported assignment, in the future they will be more aware of the support that the CCLC can offer and will be more likely to use the CCLC at a later time.

CONSULTANT TRAINING WEEK

CHAD MCLAIN

The summer before I started as a consultant, I remember feeling apprehensive about working in the CCLC. I had learned a lot about writing and communication in IDS 59, but I didn't think I knew any program well enough to teach or help a client.

Then, training week started. As the week wore on, I realized I wasn't the complete technological neophyte I had thought; I actually began to learn these programs. Jen walked us through the basics of a program, and then set us loose on it with a small project that incorporated all of the elements we needed to know. It was the ultimate exercise of learning by doing. I had never edited a video on a computer, used programs to create or edit music, or gotten fully acquainted with Photoshop. Training week allowed me to learn by exploring and experimenting, furthering my personal understanding and knowledge of the programs.

In hindsight, I realize that training week not only had a practical and stated goal of teaching the consultants the programs, but it also had a subliminal benefit. This benefit was that it helped me become a better consultant by putting me in the shoes of a client. Some of the clients I have worked with were apprehensive about learning a program or starting a project. By having this experience during training week, I better understand this feeling and the best way to help them. By guiding them through the basics, then letting them explore on their own, the client completes their assignment and has a personal learning experience by overcoming their prior apprehension. This secondary benefit of having a personal learning experience is one of the major advantages of the CCLC, and one of the major benefits of our training.

INTERESTED IN BECOMING A CONSULTANT?

Are you enthralled with the CCLC and the idea of becoming a CCLC consultant? Do you enjoy working with other students and faculty to engage in new ideas and projects? If so, then the CCLC is the place for you! The pre-requisite course for CCLC consultants is IDS 59: E-Merging: Learning Technologies, so if you're interested in joining the ranks of the CCLC, contact Jane Love!

THE THIRD ANNUAL LUNATICS, POETS, AND OTHERS

DANIELLE FISHER

On April 12, the CCLC held its third annual “Lunatics, Poets, and Others” in conjunction with Traveler’s Rest Arts Mission (TRAM), featuring an array of talented poets, musicians, and thinkers. Among them were students and faculty from both Greenville Technical College and Furman University, and our own Dr. Gil Allen’s masterful recitations of poems by Wallace Stevens and William Butler Yeats stole the show. This year, the event took place at the cozy Leopard Forest Coffee Company in Traveler’s Rest, a perfect setting for the informal exchange that took place between performers and audience. With approximately 100 attendees and performers, this year’s event was larger than previous years. “Lunatics,” which also served to commemorate National Poetry Month, was an entertaining and educational success, and we look forward to hosting many more.

QUALITY VS. QUANTITY

During Winter 2007, there were 532 visits, an increase of 194 from Winter 2006. During Spring 2007, there were 990, an increase of 300 from Spring 2006. During Fall 2007, there were 689, a slight decrease of 171 from Fall 2006. One possible explanation for the difference is the increase in Macintosh computers on campus; these computers come pre-installed with the video editing program iMovie, making it possible for more students to do video editing from the comfort of their dorm rooms and apartments. Additionally, we have improved our assignment support by creating more detailed information sheets, allowing students to complete their projects with less direct assistance and to work independently more often. It goes without saying that an entity such as the CCLC, which was created to support burgeoning media needs at a time when few students and faculty had the needed equipment or skills, will see changes in its patterns of usage over time. In this case, we’re seeing many more sophisticated and ambitious projects, even as the number of casual users is decreasing somewhat. Overall, this seems like a good sign of the CCLC’s long-term impact on campus.

APPOINTMENT STATISTICS

Winter 2007: 174
Spring 2007: 490
Summer 2007: 15
Fall 2007: 221

THE SECURITY AWARENESS VIDEO CONTEST: A JOINT EFFORT

On October 1, Computing and Information Services and the CCLC launched the Information Technology Security Awareness Video Contest, a joint effort meant to both raise the awareness of information security and showcase the creativity of Furman students. Students were able to submit entries individually or as a pair, and the prizes included an 8GB iPod Touch for First Place and a 4GB iPod Nano for Second Place. If a pair submitted the winning entry, each student will receive the listed prize. Entries will be judged on content, originality and presentation, and the C&IS Research and Development committee and CCLC staff determined the winners. Additionally, an online poll was available for student voting December 5-17. The two winning videos will be announced and the top ten videos will be shown on January 16, 2007 from 8:00 – 9:00 in Burgess Theater. This CLP will include a presentation on information security from David Steinhour, Furman’s Chief Information Officer, and Dexter Caldwell, Furman’s Information Security Administrator. Additionally, it will showcase the artistic and creative talents of Furman students.

CAMERA STATISTICS

Winter 2007: 41

Spring 2007: 83

Summer 2007: 15

Fall 2007: 63

REFLECTIONS ON IDS 59

KATHERINE MYERS

The relationship between technology and learning: at the beginning of this course I had a solid notion of the relationship between the two that has now been deconstructed. I used to think of technology as an alternative to learning instead of being a part of learning.

As I wrote in my first journal entry in IDS 59, “I thought and understood the purpose for being in this class as a time to become computer-savvy while playing some interactive games in class at the same time.”

It only took one session of class for me to understand how wrong I was in my assumption of what type of education I would receive. In class, we explored the relationship between technology and learning, a relationship I hitherto perceived to be slim to none. It began with what I believe all powerful discourses begin with – an attempt to define the terms of the discourse: technology and learning.

Technology is anything used to serve a purpose. The atmosphere in a classroom is a technology, as is the actual building structure. So, technologies have the ability to facilitate

and enhance learning. Yet, this doesn't do justice to them either, since technology actually shapes the way in which we learn.

Learning is response-ability, or the ability to respond, to the subject matter and accountability to do what you're supposed to do when you're supposed to do it (I'm quoting directly from class discussion). Learning is not comfortable; it's not easy.

Now—though I am sure this “now” will in the future be my “then” idea—I understand the relationship between technology and learning to be symbiotic, mutually beneficial. Technologies improve as the demands of learning expand and grow, and learning improves as technologies provide new ways in which to learn.

I reached this conclusion through the discussions instigated, materials presented, and serious reflection IDS-59 facilitated for me. I completed the course not with a feeling of completion, but with a feeling of initiation into a world of true learning that public education has yet to pass on to its pupils. IDS-59 broadened, enhanced, and made real ideas I had about learning by allowing me to place myself into an existing arena of thought that is ancient and compelling.

A LETTER FROM THE DIRECTOR

JANE LOVE

This year marks my seventh with the CCLC, and now, as I'm reading through the copy for this issue of the newsletter, I'm struck by the currents of change twining throughout. From shifting patterns of usage, as students arrive more media-savvy and faculty take advantage of our customized services, to taking our show on the road with the consultants' upcoming poster presentations at the Southeastern Writing Centers Association conference in Savannah, the CCLC is growing and adapting to the ever-quickening changes that surround us. It's been especially fun to watch the deepening relationship between the CCLC consultants and the IDCs (Instructional Development Consultants) who joined us last year with the launch of CTEL. This spring brings an exciting opportunity for that relationship to develop even further, when Mike Winiski (IDC-Math & Sciences) takes over the IDS 59 class, along with Diane Boyd (IDC-Humanities). Teaching IDS 59 for the past six years has been one my most cherished and valued life experiences, but the time is ripe for an infusion of fresh energy and ideas. I have absolute confidence that Mike and Diane, with the able assistance of Jen and the consultants, will bring the IDS 59 experience to the next level, and the CCLC along with it. These are heady days, indeed.

WHAT ARE THEY SAYING ABOUT THE CCLC?

"Such a great resource!"

"Thanks for all ya'll do!"

"The CCLC has been amazing with my project. Everyone has been very helpful and patient especially when I had to use a PC and I am a Mac person. Thank you!"

"Very impressed with the help I received."

"Yay!"

"Thanks for all the great help."

CCLC

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