

**NEWS : F A L L
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update: spring 2005

Lunatics, Poets, & Others: A Showing of the Arts

On Thursday, April 28, 2005, the CCLC worked collaboratively with the Furman Library and the Greenville Tech English Department to provide Furman and Greenville Tech students, staff, and faculty a forum in which to share their creative works of art, whether literary, visual, or digital, with other intelligent, creative, and appreciative people. Since April happened to be, coincidentally, National Poetry Month, we felt that this was also a perfect opportunity to celebrate that fact. We encouraged participants to share both their own creative works and any favorite poems or poets. We advertised the event as a casual drop-in to create an informal atmosphere without judgment or pressure. Among the works shared were traditional poetry, electronic literature, digital stories, musical works on acoustic guitar, and even digital photography. Inspired by the Poetry Jams held at Clemson University's Class of 1941 Studio, *Lunatics, Poets, & Others* was a wonderful success, and we hope to continue to collaborate with Greenville Tech, the FU Library, and hopefully Clemson to hold similar events in the future!

IDS-59 E-merging: Learning Technologies

by Lauren Angelo

What is IDS 59? As Dr. Love explained to all of the students interested in taking her class last spring, IDS 59 epitomizes the concept of an interdisciplinary course. "It's nothing like CS 16" is a statement that's commonly heard, yet with instruction in web design, digital storytelling, PowerPoint techniques, and video editing, students emerged with many newfound technological skills. As a valuable complement to the more technology-based projects, however, a strong focus was placed on the process of thinking through writing: a brief two-page paper which was written at the beginning of the term eventually evolved into a substantial, intelligent essay, with a large focus placed on continual revision and development of the work. Students also spent time learning about the writing process, as well as effective methods to implement when helping other students with their own work.

Ultimately, the IDS 59 class perfectly embodies the philosophy which is so evident in the CCLC: it offers instruction in the art of collaborative learning and communication.

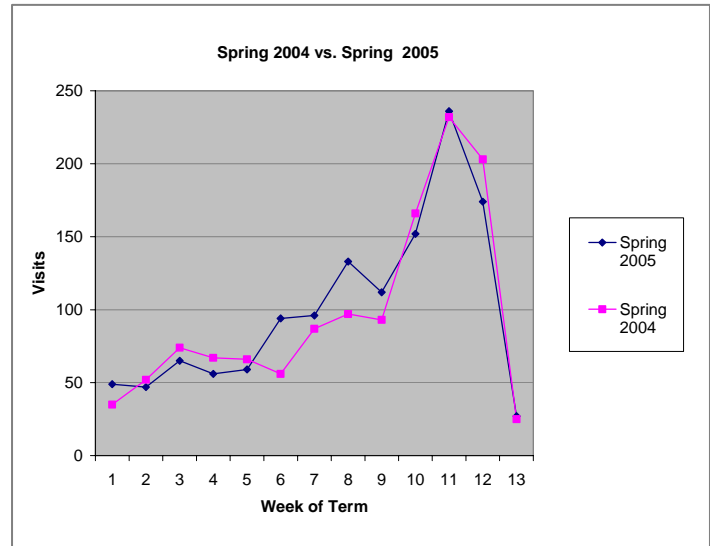
Quantity: Spring 2005 Usage

The CCLC's numbers for Spring 2005 were comparable to those of Spring 2004, with a steady increase up through mid-terms and a quick jump the week before the end of classes. Our total number of visits for the term was 1300, up from Spring 2004, when our total was 1261 visits. Our weekly # of visits beginning March 6 follows:

Week 1- 49	Week 8-133
Week 2-47	Week 9-112
Week 3-65	Week 10-152
Week 4-56	Week 11-236
Week 5-59	Week 12-174
Week 6-94	Week 13-27

Quality: Coordinated Projects

Dr. Love and the consultants coordinated with several professors this term to enhance multimedia project assignments. We set up and supported several Movable Type blogging projects, including poetry blogs with Dr. Bhati in English so his students could annotate and engage with the material online; group research blogs with Susan Munkres in Sociology so her students could more effectively share field notes and communicate within and between groups; and deliberative domains with John Armstrong in Communications Studies so his students could research topics and garner commentary from students across campus. In addition to blogging projects,



the CCLC gave a presentation to Greg Carroll's Communications Studies students about using PowerPoint effectively and how to customize the various templates, color schemes, and even break the linearity of PowerPoint navigation. Major video projects included Ron Friis' Spanish 21 students working in groups to generate a video about life at Furman in Spanish. Each student was responsible for one minute of the film, and each five person group was responsible for 5 total minutes of the film. These clips were then compiled by Dr. Friis into a DVD. We also worked with Courtney Tollison and Steve O'Neill in History to assist their students in capturing audio from video taped interviews for transcribed oral history projects (a project that extended over the following summer).

Website Redesign

update: summer 2005

Summer of 2005 saw a major improvement of the CCLC's web presence. CCLC Coordinator Jean Schwab completely redesigned the site with the intent of creating a website that offers answers to the burning questions we know people have about the CCLC. We wanted a space where clients who know nothing about CCLC could find out what we do, why we do it, and what our policies are while doing it. The site is expanded from our previous design, incorporating more content than before. Have a look at: <http://cclc.furman.edu>.

Planning Learning Objects & Learning Objects Technology

At the start of Summer 2005, Center Coordinator Jean Schwab and Senior Consultant Jen Wagner attended workshops held at the Associated Colleges of the South (ACS) Technology Center in Georgetown, TX, on Planning Learning Objects (Jen) and on Learning Objects Technology: HTML, Flash, and Other Tools (Jean & Jen). From these workshops, Jean and Jen gained a better familiarity with project management and with available technology for creating learning objects. Both gained valuable experience with using Macromedia Flash, a program CCLC consultants are often unfamiliar with, and have since helped introduce other consultants to Flash during Fall consultant training. Jen planned and created an online learning tool she's dubbed Verbal Triptych. Jean has successfully created a fluid Flash interface for Movable Type blogs that can be used to visually display posts on a concept map (specifically, a type of map called a Waterbird board). Information is input into a Movable Type blog and automatically displayed in a Flash document on the web. Watch for news of these tools as we continue to refine them!

Putting Stuff Online

As we did the previous summer, the CCLC again collaborated with Mary Fairbairn in the Library to offer an extended version of our summer workshop series for faculty entitled "Putting Stuff Online." We offered a weekly rotating schedule of classes; topics included a Question & Answer session about putting course materials online, an Intro to Blogging, an Intro to Blackboard (lead by the incomparable Mary Fairbairn, long-time collaborator in various schemes), an Intro to Dreamweaver, and Surviving PowerPoint, a discussion of both faculty and student use of PowerPoint based on Edward Tufte's *The Cognitive Style of PowerPoint*. Faculty who attended the session on PowerPoint received a free copy of Tufte's book. The series ran for 4 weeks with good attendance at all sessions. Participants could come to just one session or all in a week, and repeat attendees were welcome. The driving idea behind the series is to provide faculty with a flexible, practical and timely solution to putting course materials online. We seek to answer questions about what resources are available and help faculty become more familiar with using those resources.

Summer 2005 Usage

This summer we had 210 clients visit CCLC, up from Summer 2004, when 164 clients visited. Our weekly # of visits beginning June 5 follows:

Week 1-5	Week 9-8
Week 2-18	Week 10-17
Week 3-27	Week 11-26
Week 4-14	Week 12-12
Week 5-6	Week 13-13
Week 6-15	Week 14-7
Week 7-21	Week 15-4
Week 8-17	

Summer consultants Jen Wagner and Emily Fisher assisted students of Courtney Tollison and Steve O'Neill with oral history projects. The students videotaped interviews and then burned the video to DVD to transcribe and archive the interviews.

Needs & Wants: New Equipment

- ◇ One MIDI keyboard for use with Garageband on an Apple computer
- ◇ Two external firewire/USB hard drives, one PC formatted and one Mac formatted, for extra storage and for transferring projects from one computer to another
- ◇ Two more digital video cameras for student checkout, increasing our total # of cameras available for checkout to four
- ◇ Extra firewire cords for video transfers to match the number of cameras we have
- ◇ Shotgun microphone for use with the CCLC in-house camera
- ◇ Two pairs of new headphones for intensive audio or video editing

update: fall 2005

Website: the CCLC blog

After helping so many faculty set up blogs for their students and class projects, we realized that we haven't been practicing what we preach about the great uses of blogs in academics. So we created a CCLC blog, where all of the consultants can post whenever and whatever they want. Our CCLC Blog is a place where members of the Furman community can see what makes CCLC tick. Topics cover subjects from what web design programs we recommend to other blogs and websites we've found at Furman and elsewhere that have piqued our interest. We've got some ideas brewing for future uses of the blogs, too, so be sure to have a look: <http://cclc.furman.edu/blog/>.

Training

At the beginning of Fall Term, we held our first series of consultant training workshops. Held each Friday afternoon for the first four weeks of class, the consultants met and held mock consultations with each other, and discussed video and audio editing, web design and maintenance, image editing, and programs such as Macromedia Flash. The workshops were coordinated by Jean, with several consultants stepping forward to teach others about the different programs we use in CCLC. The workshops were designed to allow the consultants hands-on time with the different programs and to encourage experienced consultants to share their knowledge and experiences in CCLC with our new consultants.

The Oldest Communications Technology

by Rose Burlingham

The word is out: the CCLC is the place to come for a paper consultation. This fall, we have seen a marked increase in students wanting feedback on their papers. In addition to the increase in quantity, there has also been a qualitative difference in the paper consultations. Far beyond the routine English 11 papers, the increase has embraced a variety of topics, including papers from upper-level courses. In addition, students are more and more using the CCLC for all phases of the writing process—from brainstorming, to organizing, to the final modifications.

This increase in paper consultations is partly due to improved faculty awareness of what we do in the CCLC. Several faculty now require their students to make an appointment for a paper consultation before turning in their papers. Professors know that we can work with students on improving the organization of a paper, allowing them to grade the paper on content and accuracy, rather than spending their red ink on syntax and structure. Requiring that students have a consultation by a certain day can also improve the quality of the papers simply because students must be thinking about and writing their papers a week or more in advance of the due date. The advantages of spending more time on a paper and getting feedback from a CCLC consultant can improve the quality of both the paper and the writer's skills.

Although many of the appointments for paper consultations have been required, we have also had a steady flow of walk-in paper consultations. Whether the message is being spread by faculty, by our own outreach in English 11 classes, or simply by word of mouth among the student body, students are definitely starting to see the advantage of paper consultations.

Teaching & Learning: We're at the Center of it All

As anyone who visited the CCLC in October knows, construction began for Furman's very own Center for Teaching and Engaged Learning (CTEL) to be housed within the same space as CCLC. For the foreseeable future, large-scale construction for CTETL has been completed, with painting and furniture decisions yet to be made. Dr. Bonnie Mullinix, Assistant Academic Dean for CTETL, has set up an online CTETL Community on Blackboard for the development of CTETL. As you can see, plans are moving forward for new and improved teaching and learning resources at Furman.

Heard About These Fall Projects?

- ◇ Renita Schmidt in the Education department has two classes using blogs set up by the CCLC, blogs for group projects in one class and a blog for another class to discuss children's literature.
- ◇ Wes Dripps in Earth and Environmental Sciences has been using a blog for both sections of his EES 16 class to stimulate out of class discussion.
- ◇ Robin Visel in English has a class blog for her English 11 class to discuss their readings online.
- ◇ Eli Hestermann in Biology has his students creating presentations about poisons using various forms of multimedia, from video clips to PowerPoint slides.
- ◇ John Armstrong in Communication Studies has coordinated with CCLC for class projects involving recording interviews, adding music, and editing audio to create mp3's which a student completing an independent study (our very own Emily Fisher, in fact) is placing on a website complete with podcasts of the audio files.

Expanded Camera Check-out Program a Success

With the change from just one to now four digital video cameras available for student or faculty to check out, video projects are adding up and times are rare when all four cameras are in the CCLC at the same time! With at least three classes this term completing video projects, no wonder the cameras are in high demand! The CCLC even loaned a camera to a student over Thanksgiving: the project? Riding a Segue from Tryon to Charleston to raise awareness and money for the Pi Kappa Phi philanthropy, Push America.

- ◇ Robert Arden in Economics has kept us busy this term, with first, after meeting with Dr. Love and much discussion, requiring his students to bring two of their papers in to CCLC consultants for review. Then, we created a class blog for the students to stimulate out of class discussion. Also, for the class final projects, we created modified blogs for the students to input information in order to generate websites automatically using the blogging software.
- ◇ Lorraine Dejong in Education has her ED 20 students each term record interviews with area elementary school teachers, edit the videos to go with PowerPoint presentations, and then present during the last week of classes on topics in education and human development.

what sets us apart: our Consultants

Ebb and Flow

At the end of the 2004-2005 school year, we were saddened to lose our graduating consultants, Aden Albert and Anne Wagener, and at the same time elated to have been a part of their Furman experience. However, as always happens in the cyclical nature of university life, after a loss of sorts we've also experienced some wonderful additions to our staff this past Fall Term. We've been thrilled to have Amie Garner, John Schaffer, and Lauren Angelo working with us since the start of the academic year. Each brings his or her own experiences and strengths to the staff, and we're richer for their presence. Now that Winter Term has started, we've welcomed three more new consultants, Elizabeth Cooke, Emily Bucherati, and Elise Howorth, as well as been excited by the return of one of our experienced hands who has been away on foreign study, Joslyn Wiley. However, again we have to say goodbye to some familiar faces after this Fall, as Amie Garner will be on foreign study next term and graduating after that, and Emily Fisher just completed her graduation requirements at the end of Fall Term. And as if we don't have enough over-achieving consultants, Jen Wagner will be completing her graduation requirements after Winter Term. We gladly welcome our new faces, and wish the best to those we have to tell goodbye. To round out our 2005-2006 staff of consultants, we've welcomed back Chris Osborne, Katie Piburn, Leslie Elliot, Brittany Smith, Erin McDermott, and Rose Burlingham.

Keeping Busy

Several consultants participated in various summer internships or jobs during their hiatus from Furman. Since we're always excited to hear about their experiences, we wanted to share what a CCLC consultant does in his or her "time off:"

Chris Osborne: "I participated in the Gilder Lehrman History Scholars Finalists program in New York City. The week-long conference included a series of lectures by eminent American historians; visits to historical archives at institutions located in the city; group discussions of problems in founding-era historiography; and tours of historic sites around the city. I also completed a six-week internship at the Atlanta office of the

Kilpatrick Stockton law firm. Accompanied by one other Furman student, I assisted in the revision of documents for submission to the Securities and Exchange Commission, performed basic legal research, and assisted with the firm's marketing endeavors."

Amie Garner: "This past summer I worked as a Furman Advantage Intern at Carolina Physical Therapy and Wellness Center. I completed this internship to show me more about the field of rehabilitation medicine."

Katie Piburn: "I spent the summer in small town New England, working as an intern for Cobblestone Publishing in Peterborough, New Hampshire. Cobblestone produces a line of educational magazines for children, focused on social studies and science topics. I worked with several of the editors, assisting in duties such as proofreading, photo research, and preparing for design meetings."

Rose Burlingham: "This summer, I tried every good restaurant in Manhattan. That's not much of a bragging right, since I am talking about Manhattan, Kansas. But it was interesting to explore the place where I have been a legal resident for three years. Now, it feels more like home, rather than the place my parents moved to. The highlight of the summer was my older brother's wedding, which was lovely. I also took summer classes at Kansas State University and read oodles of books just for fun."

Emily Fisher worked with the Greenville History Museum as a Furman Advantage Intern working on creating a digital story on DVD about the Civil Rights Movement in Greenville. Emily balanced her responsibilities to Furman Advantage with working afternoons in CCLC.

Jen Wagner, after attending the Planning Learning Objects and Learning Objects Technology workshops at the ACS Tech Center, spent her summer working as CCLC's full-time summer consultant.

Web Outreach

by Katie Piburn

Though we have always steered far away from being a drop-off service for any sort of project, a number of CCLC consultants have individually taken on the development and/or management of various Furman-related websites.

- ◇ **Jen Wagner** redesigned the History Department's web site last spring.
 - <http://history.furman.edu>
- ◇ **Rose Burlingham** is currently in the process of giving the English Department's site a face-lift. She also worked with Dr. Powell of the Health & Exercise Science Department to develop a site for the Environmental Action Group about Furman's biodiesel project.
 - <http://www.furman.edu/depts/english>
 - <http://biodiesel.environmentalactiongroup.org/>
- ◇ **Emily Fisher** worked last fall with Dr. Armstrong of the Communication Studies Department to set up a website to house podcasts produced by the Mass Communications class.
 - <http://engagedradio.com>
- ◇ **Katie Piburn** manages websites for the Year of the Humanities and for Furman Pauper Players.

- <http://www.furman.edu/depts/yofh>
- <http://www.furman.edu/orgs/paupers>
- ◇ Leslie Elliot has developed sites for both Furman's cheerleading program and Kappa Delta sorority.
 - <http://www.furman.edu/orgs/cheerleading>
 - <http://www.furman.edu/orgs/kappadelta/home.html>
- ◇ Erin McDermott is the webmaster for Alpha Delta Pi sorority and is working on a new site for Panhellenic Council.
 - <http://www.furman.edu/orgs/adpi/index10.htm>
- ◇ Honorable mention: Besides re-designing and managing the CCLC's own website, Jean Schwab has recently been engaged in developing a site for the nascent CTEL.
 - <http://cclc.furman.edu/>
 - <http://ctel.furman.edu/>

In Summation

So as not to end this CCLC update with a web address, we'd like to conclude by saying that, while this past year and most recent term have as always presented us with new and interesting challenges, our staff of wonderful student consultants has (as always) risen to meet those challenges. Through the professionalism they show every day, they constantly remind us how fortunate we are to have such a dependable, creative, intelligent group of students working with us in CCLC. The consultants seamlessly work together and bounce ideas and solutions off each other, all the while showing an incredible devotion to their work here. We have what we like to think of as a unique, stimulating culture in CCLC, and we owe that largely to our incredible student consultants.

Postscript: from Jane

Apologies, everyone: December's ice storm played havoc with our schedule for distributing this newsletter, which we'd hoped to have ready before the end of the Fall term. As I type this, it's the second day of classes for the Winter term. We had our first staff meeting yesterday, in which we both set the schedule for this term and welcomed Bonnie Mullinix, our new Assistant Academic Dean for the Center for Teaching and Engaged Learning, into the family. Bonnie let the consultants know that they're welcome in her office at any time and that she's eager to learn from them about the inner workings of the CCLC. We'll be scheduling some time for her to "shadow" the consultants before too long. Lynne will also be setting up a meeting sometime soon for the advisory committee to talk over ideas and plans for the CCLC in light of CTEL's emergence. I look forward to beginning what will surely be a stimulating and ongoing conversation.

My thanks and kudos to Jean for pulling together this excellent newsletter, and warm appreciation to all the consultants who contributed to it. I am, indeed, blessed among academics to be able to work with these smart, creative, resourceful, generous, lovable people within the CCLC vision.