



TECHNOLOGY BACKBONE TEST DIAGRAM



SATELLITE EQUIPMENT ROOM 204-07 SAGEHART HALL 2A



SATELLITE EQUIPMENT ROOM 204-07 SAGEHART HALL 2



SATELLITE EQUIPMENT ROOM 204-07 SAGEHART HALL 2



SATELLITE EQUIPMENT ROOM 204-07 2ND FLOOR HALL 1

TECHNOLOGY CABLE BACKBONE SCHEDULE

TECHNOLOGY CABLE BACKBONE SCHEDULE



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CASE

2005
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REPORT



"The interactive digital poster allows multiple layers of information that weren't possible before," says ITAC's Megan Linos, the poster's designer. "Typically, people have all kinds of questions about research and its potential applications. For example: How are related devices made? How much will they cost? Why does a biology professor want to make this motion device? All of the answers, and more, are included in the poster."

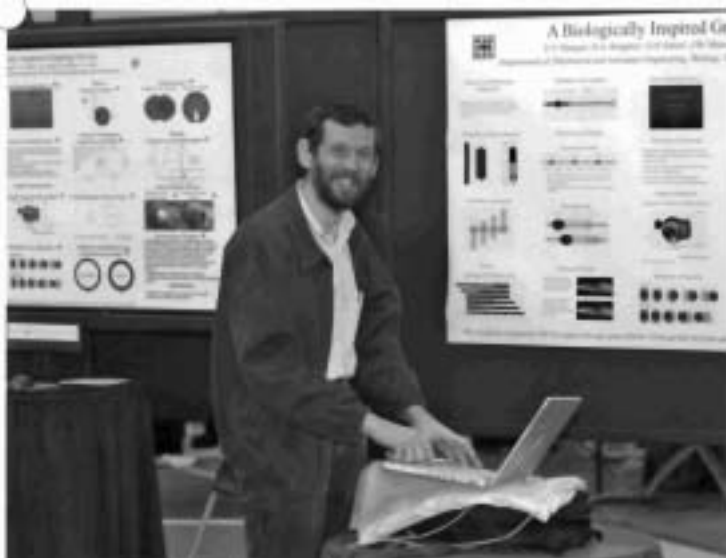
Chiel sees the digital poster as allowing him to satisfy the three main audiences in a research conference or poster session. "There are the skimmers who go by and casually look at it, so for them, you want it to be visually arresting, which this is," Chiel says. "Then there are those who are willing to spend two or three minutes—they want the bottom line and that's also there. The smaller but more important group is the three or four people who are experts in your field. I want to spend time with these people personally to share ideas in depth, which the poster also allows me to do."

Digital posters can be created exactly to the researcher's wishes and style, complex or simple, and the designers will work with the researcher to create a customized and unique digital poster. Mace Mentch, manager of ITAC's Faculty Support Group, notes, "If researchers wish, we can show every bell and whistle in the world. Alternatively, we can keep it minimal."

ITAC is considering the design of a template system similar to PowerPoint, which would allow researchers to easily plug in their own data files. This template might also offer interactive touch-screen capabilities, the ability to post digital posters on the web, and easy memory key (USB) portability.

"Our vision is that when this becomes more widely available, every researcher on campus will want one because it will allow them to showcase their research more easily and make it more accessible," Linos says.

Professor Chiel shares his digital poster at Case's Research ShowCASE 2005



Megan Linos wasn't at the first meeting about the digital poster—the initial project meeting involved ITAC's Wendy Shapiro and Mike Kubit, and Todd Packer of Case's Research ShowCASE.

They soon brought the idea to instructional designer Linos...with a three-week deadline. Her no-nonsense personality lent itself perfectly to this project. "This was a project that was handed to me with the expectation that I would get it completed," says Linos. "I had to get it done."

"The timeline was very short, but Megan is so focused and driven, she wanted to get it done in a very exemplary way," says Mace Mentch, who was also closely involved in the project.

Linos, 34, has been the recipient of several awards and accolades at Case, including the 2003 Weatherhead School of Management's Staff Award. She has found the digital poster opportunity to be a particularly valuable and rewarding professional experience. "Ultimately, in addition to the technical and design aspects of the project, this was about coalescing many different objectives and perspectives into one that satisfied the researcher, the Research ShowCASE committee, ITAC, and me personally."

Linos added, "It was pretty challenging but really worth it. In addition to the instructional design elements of the project, I am really proud of the effective teamwork and constructive feedback that made this possible. I feel very fortunate that I was given this opportunity to highlight the application of instructional design in research presentations."

MEDIAVISION



From front to back, counterclockwise: ITAC's Wendy Shapiro, Mike Kubit, Ron Petransky, Sean Maxwell, Megan Linos, Mace Mentich, D.J. Dohanyos (standing), and Stacie Williams.

MEDIAVISION COURSEWARE IN A NUTSHELL

Courseware enables students to have web access to class lectures twenty-four hours a day, seven days a week. Students can view lectures in their entirety or search by key words to locate only the portions of the lecture they wish (or need) to review, taking the guesswork out of finding the exact spot. Need to review just Hess's Law—no problem. Search on Hess's Law and MediaVision Courseware will deliver all the video clips where the professor explicitly addresses this particular scientific notion. For those students intimidated by the large lecture class format of some first-year courses, this proved to be an invaluable resource.

Students also have online access to all course materials—handouts, practice quizzes, homework assignments—linked to a calendar grid synchronizing collateral materials with the actual lecture. "The students appreciate this particular feature because it keeps them organized," says Wendy Shapiro, director of Instructional Technology and Academic Computing (ITAC). "Many studies indicate that effective

organization is a key to success as students adjust to the pace and demands of the college curriculum."

MediaVision Courseware addresses several universal concerns with learning in large lecture format classes:

- >> Distractions during class time
- >> Keeping up with instructor
- >> Attention span
- >> Missing a class

One student indicated that, "Sometimes there are things covered in class that I just don't get at first. But watching the Courseware and reviewing the lecture later will help me understand the material, and I can be better prepared for the next lecture in class."

Reflecting a faculty member's perspective, Jim McGuffin-Cawley, associate dean of academic affairs at the Case School of Engineering and Courseware



Those who created MediaVision Courseware called Ignacio Ocasio their “showcase professor.” Doc Oc, as he was affectionately referred to universally at Case, immediately embraced their ideas and enthusiastically incorporated MediaVision Courseware into his freshman chemistry classes. “Doc Oc was already video taping review sessions and was comfortable using technology in his classroom. He was ideal for pioneering Courseware at Case,” says Wendy Shapiro, director of instructional technology and academic computing (ITAC), a division of information technology services.

Despite the adoption of MediaVision Courseware in 2003, in his classroom, Doc Oc continued to teach

more or less as he had done for 25 years. However, outside the classroom, his students’ experience of his course changed dramatically. This was evident in their usage of the website and the overall composition of the final grades. Before exams and quizzes, the number of student visits to the website escalated dramatically and, ultimately, in defiance of 25 years worth of statistics, the number of As and Bs in Doc Oc’s classes increased.

Most importantly for Doc Oc, MediaVision Courseware gave his students ready access to his teaching anytime and anywhere they needed an extra boost.

In freshman chemistry this may be the secret sauce.

adaptor, likens MediaVision Courseware to an online, on-demand, encyclopedia. “MediaVision is like the difference between a newspaper and an encyclopedia. The newspaper arrives every day, and you have to internalize the information right away. It’s like the large lecture. An encyclopedia is set up so that when you have a question you can go there and look it up. MediaVision gives us the encyclopedic dimension to a class, which otherwise would have a newspaper-like quality,” he says.

When approaching faculty to incorporate MediaVision into a class, ITAC’s instructional design specialists work one-on-one with professors to help devise strategies that leverage MediaVision Courseware technology in the classroom without the need for faculty to have to dramatically change their preferred teaching style. A good example is Ignacio Ocasio, known as Doc Oc, who lectured using several chalkboards simultaneously. Rather than force him to retool his use of chalkboards, the team adapted their approach to accommodate the multi-chalkboard, peripatetic late professor’s style.

“We made some modifications to the software and decided to shoot in a larger image size,” Kubit explains. “It’s not a traditional image size for streaming video, but it allowed students to read everything he was writing.”

By all indications MediaVision Courseware is a far more effective teaching tool than straight streaming video—a more typical offering at educational institutions. The fact that Case’s package is searchable by key words and coordinated with a class calendar and other supporting material distinguishes it.

MediaVision Courseware won’t rest on its laurels. Future plans include a closed-captioning component to make technology available to hearing-impaired, and the team is also working on adding videoconferencing and podcasting components. MediaVision has students’ needs covered.