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## New Instructional Video Teaches Conversational Chinese

Last summer, IU Professor of East Asian Languages and Cultures Jennifer Liu added a new role to her occupations of teacher and textbook author: video producer. Over the course of two busy weeks in August, ISS's Media Production shot footage for an all-Chinese-language video introducing students to conversational Mandarin, the culmination of months of planning for Liu's Instructional Media Development Grant-funded project. The East Asian Studies Center and the Department of East Asian Languages and Cultures provided funding for hiring the video cast and a production assistant.

Designed as a companion to the textbook series *Interactions: A Cognitive Approach to Beginning Chinese* (IU Press), co-authored by Liu and EALC professor Margaret Yan, *Chinese in Action*: **Continued on page 2**



*Chinese in Action* grew out of Jennifer Liu's desire to "integrate into the first-year curriculum" examples of fluent speakers conversing in everyday situations.

# New Chinese Instructional Video

## Continued from page 1

*A Series of Dialogues* comprises 23 two- to three-minute segments, each dramatizing events in the life of one American and three Chinese college students.

Scenes illustrate everyday conversational situations, from eating at a restaurant, to buying books, to watching a movie. All conversation is in Mandarin, accompanied by Chinese subtitles. Mark Robinson co-produced and directed, and Alan Mauro filmed the project. Sam Crawford worked the boom microphone throughout the shoot.

*Chinese in Action* grew out of Liu's desire to "integrate into the first-year curriculum" examples of fluent speakers conversing in ev-



eryday situations. In 1998, with funding from the East Asian Studies Center, Liu scripted and produced a video on her own. The results were unsatisfactory, she reports: "the lighting was not very good, and the sound quality was very poor." A year later, she applied for and received an Instructional Media Development Grant to fund production of the full script with Media Production (see page 6 for the 2002–2003 IMD Grant competition announcement).

While the prototype video effort was unsuccessful, the experience nevertheless made the Media Production project much easier to carry out. Liu had a clear idea of what she wanted, and, importantly, a script and a working knowledge of

what it takes to schedule and shoot a video. In fact, Liu recommends that anyone embarking on such a project work on scripting and even videotaping a few test scenes themselves. "We had gone through everything before: shooting schedule, script, storyboard."

"It was an interesting way to be a director," says Robinson of the *Chinese in Action* project. None of the Media Production crew speaks Mandarin, and while the three Chinese actors spoke English, it was necessary to have an interpreter to facilitate communication on the set. Sometimes, for example, "the actors would turn to us and ask questions in Chinese," Mauro recalls. And without someone fluent in Chinese observing the filming, the crew would have no way of knowing when the cast omitted or flubbed their lines.

**Liu recommends that anyone embarking on such a project work on scripting and even videotaping a few test scenes themselves.**

**"We had gone through everything before, shooting schedule, script, storyboard."**

This role fell to Liu's graduate assistant Paola Voci, who had worked on the prototype video; she shares co-producer credit with Robinson on the *Chinese in Action* project, and even appears in one scene, as a Post Office worker. "She was the one in the middle," Media Production Director Ralph Zuzolo

says of Voci. "The project wouldn't have gotten done without somebody as energetic as she was," Robinson adds; "Paola was the key to



the success of this project."

With four characters, and action sequences like a tennis-playing segment, *Chinese in Action* called for a full array of film-making techniques, as well as lots of ingenuity. When Robinson and Mauro used the Fine Arts Auditorium for the movie theater scene, they hid microphones on the seat backs in front of the actors to capture audio for the segment, shot from the perspective of the screen.



In-car scenes were shot by Alan from the back seat, on a digital video camera. In these scenes, the audio was usable. In others, some dubbing was necessary. The actors' feet made too much noise during the tennis shoot, so Mauro engaged in "a little Foley action," simulating quieter footsteps in the studio and adding them to the sound track. "Now I know how to make a feature film," he observes.

The crew filmed at 45 locations,

which kept them busy not only moving from place to place, but also scouting potential locations. “We were operating about a day and a half ahead of the shoot,” Zuzolo says.

Most of the people the crew approached about locations were very



**The actors’ feet made too much noise during the tennis shoot, so Alan Mauro engaged in “a little Foley action” to simulate quieter footsteps.**

accommodating. While they wouldn’t let the crew invade their counter space, the Woodbridge Station Post Office was amenable to temporarily rearranging the furniture in the lobby to simulate an official Post Office counter. The IU bookstore generously allowed the crew to film a dramatized interaction there, as did Mark Pi’s restaurant. The crew also supplied locations; Voci’s apartment and Zuzolo’s condominium were used as sets.

The crew shot six hours of footage; the final cut is about an hour long. During the shooting, Liu visited the set, and checked footage as it came in, making suggestions for editing—and in a few cases re-



**“They were troupers,” Director Mark Robinson says of the cast, none of whom had acted before this project.**

questing that scenes be reshot.

Even though none of the actors had any acting experience before this project, Liu and Media Production praise their work. “They were troupers,” Robinson says. Wen-ting Huang and Tong Cheng, both doctoral candidates in the IU School of Music (in piano), arranged to return to Bloomington earlier than usual to make the late summer shooting schedule. Joshua Aguiar, a former student of Liu’s and an IU School of Music graduate (in jazz trumpet), flew back from Taiwan, where he now works, explicitly to be in the video. Deming An, the fourth principle actor, was a visiting Folklore student; he now lives in Beijing, China. The crew began



**The Woodbridge Station Post Office temporarily rearranged the furniture in their lobby to simulate an official Post Office counter.**

with the simplest shots and set-ups, and the actors quickly grew comfortable in front of the camera and became accustomed to the workings of film-making.

Liu was very pleased to have Aguiar part of the project. White Americans fluent in Mandarin are rare, and so Aguiar serves as a role model for the majority of Liu’s students—the fact that he has achieved fluency makes the task of learning Chinese seem less daunting to these beginning learners.

Editing *Chinese in Action* presented some unique problems, both linguistic and technological. Robinson and Mauro had the storyboard and the script (with translated dialogue) as a guide, so cutting and

pasting shots didn’t require a knowledge of Mandarin, but the more precise subtitling could only be done by someone who could understand the dialogue and produce the corresponding characters.

On top of that, Media Production had to order special software to be able to generate Chinese characters in their AVID editing system. Voci prepared the subtitles in a word processor, organizing them by shot. Mauro and Robinson imported this information into the AVID, then roughly placed the text. Voci then viewed the footage, corrected errors and added punctuation.

Because of the difficulty of adding the subtitle characters, Liu points out, subtitling is unusual among Chinese language instructional videos. But the subtitles are essential to the instructional value of the program and to its authenticity; in both Taiwan and mainland China, television programs are subtitled, part of an emphasis on enhancing literacy.



Liu and Media Production are applying the finishing touches to *Chinese in Action*, and Liu plans to begin using it as soon as it’s ready, incorporating in-class viewings of the segments that correspond to the textbook chapter students are currently studying in her first-year Chinese classes.

“I’m really pleased with the whole project,” Liu says of working with Media Production; “they’re a really professional crew.” Robinson points to Liu’s extensive preparation and “the quality of the work of the people involved” as keys to the video’s success.

# 20th Annual Spring Symposium

The Office of the Vice Chancellor for Academic Affairs and The Office of the Vice Chancellor for Student Affairs are happy to announce the 20th annual Spring Symposium, "Making the Most of College: Students Speak Their Minds":

April 17, 2002

8:30am–5:00pm

Indiana Memorial Union

## Call for Proposals

Proposals are invited from faculty, administrators, staff and students from all campuses in the IU system for interest session presentations that describe programs and activities that relate to the symposium theme.

Proposals need be only one or two pages and must include title of presentation, brief description of content and approach, presenter(s) name, title and affiliation, address, telephone number, e-mail address,

and any special equipment requests.

Proposal deadline: Feb. 15, 2002

## Scholarship of Teaching and Learning Theme

Proposals are invited for presentations with an investigative component. Inquiries into student learning behaviors and conventional teaching practice as well as effectiveness of innovations are welcome. Any issue bearing on student learning or effects of teaching is eligible.

Each interest session will be composed of 3 to 4 presentations on related topics. Thus each presentation will be limited to 15 minutes. Proposals are due by February 15, 2002 to:

Suzanne Phillips,  
Assistant Dean of Students  
Franklin Hall 206  
IU Bloomington

Direct questions to (812) 856-1626, via e-mail to philli@indiana.edu, or to Jennifer Robinson, Scholarship of Teaching & Learning, at jenmetar@indiana.edu.

## Keynote Address

**Professor Richard J. Light**,  
Graduate School of Education and the John F. Kennedy School of Government, Harvard University

## Schedule

Concurrent Interest Sessions  
Lunch & Topic Tables, IMU  
Concurrent Interest Sessions  
Reception–University Club, IMU

You will find updates on the plans for the 2002 Symposium on the internet at:

<http://campuslife.indiana.edu/symposium>

Registration materials will be available after March 1, 2002; call 855-8187.

# New Media Production Services

"We're completely digital now," says Media Production director Ralph Zuzolo, who has acquired new equipment that allows the unit to meet the growing demand for digital audio and video formats.

## Digital Audio Transfer

A new audio work station enables Media Production to transfer audio material to compact discs as well as to audio tape (a service the office has offered for years).

"The cassette deck is no longer the dubbing machine of choice," Zuzolo observes. Instructors can now create a CD from material on analog tape, digital audio tape (DAT), or CDs.

As always, instructors must adhere to copyright restrictions when providing material to transfer.

## DVD Production

Arrival of a new video work station is the latest step in Media Production's move toward DVD production. "The cost of the technology has come down to where it's reasonable," according to Zuzolo, who can now provide DVD-format compatible video for clients.

This summer, Media Production will begin work on its first DVD production project.

## Network Delivery

One advantage of digital editing is the ability to deliver products electronically. For example, video con-

verted to the Quick Time format, which keeps file size small, can easily be placed on clients' desktops over the university computer network.

## Classroom Documentation

Media Production's popular classroom documentation service will continue to use the VHS videotape format.

For more information about Media Production services, contact Ralph Zuzolo at 855-1983, rzuzolo@indiana.edu.

## 2002 Arts Week Feb. 22–Mar.2

The 18th annual Arts Week takes place February 22–March 2 in Bloomington and on the Indiana University campus.

Arts Week features a wide variety of local and world-renowned performers, artists, and teachers—including Janos Starker, Rudy Pozzatti, Malcolm Dalglish, Violette Verdy, Jacques Cesbron, Glenn Gass, and George Pinney.

Arts Week showcases museum exhibits, open classes, creative writing, dance, visual arts, tours, music, workshops, theatre, youth events,

lectures, symposia, BLEMFF performers, and Lotus performers.

Most events are free and require no tickets. Tickets for other events

ing reception Friday, February 22, at 6 pm in the Ruth N. Halls Theatre foyer, Jordan Ave. and Seventh St., hosted by IUB Vice Chancellor

Moya Andrews and Bloomington Mayor John Fernandez, and featuring IU Broadway Cabaret, BLEMFF, and IU Children's Choir, as well as free food and parking.

For a full schedule, and information on participants, venues, and parking, please visit:

<http://www.indiana.edu/~artsweek/>



*Bloomington: Where the Arts Are Always in Season*

may be purchased from individual venues. On-campus parking is free from Feb. 22–25.

The public is invited to an open-

## Ameritech Fellow Awards Announced

The Ameritech Fellows Program has announced recipients of awards for 2001–2002. The Ameritech Fellows Program promotes and showcases innovation in teaching and learning as facilitated through technology. Faculty awards are made annually on a competitive basis.

Four of the award recipients are on the IU Bloomington campus (visit the listed urls for more information on particular projects):

- **Glenn Gass**  
School of Music  
"Creation of a Multimedia Beatles Companion"  
[www.music.indiana.edu/som/courses/rock/beatles.html](http://www.music.indiana.edu/som/courses/rock/beatles.html)
- **Jennifer Liu**  
College of Arts and Sciences  
"Distributed Chinese Language Learning: A Model for Foreign Language Education"  
[www.indiana.edu/~tltl2/lesson9/text.htm](http://www.indiana.edu/~tltl2/lesson9/text.htm)
- **Valerie O'Loughlin**  
School of Medicine  
"Cardiovascular Embryology Modules for Medical Students

and Medical Professionals"  
[www.indiana.edu/~anat550/cvanim/](http://www.indiana.edu/~anat550/cvanim/)

- **Jonathan A. Plucker**  
School of Education  
"Creating a Web-based Resource on Intelligence to Support Learning and Instruction"  
[www.indiana.edu/~intell/](http://www.indiana.edu/~intell/)

Associate Vice Chancellor Ray Smith, in the Office of Academic Affairs, chaired the committee that selected IUB recipients.

The Ameritech Fellows Program has three stated goals:

"First, the program intends to provide support for faculty demonstration projects in the effective integration of information technology for campus and distance education. Where appropriate, applicants are encouraged to involve the teaching and learning centers on the IU campuses in their proposals or the preparation of them. These centers include the Center for Teaching and Learning (CTL) at IUPUI, the Teaching and Learning Technologies Lab (TLTL) at IUB, and the In-

ternet and Multimedia Research and Development (IMRD) team in the School of Continuing Studies. The involvement of faculty development programs in schools and units is also encouraged.

"Second, the program will call upon the innovators to serve as faculty mentors to others in their disciplines through offering workshops or departmental consultations in coordination with the campus teaching and learning center.

"Third, the program will collect the fellows' findings and expertise for the benefit of colleagues throughout IU and beyond. Specifically, the intent is to encourage scholarly publication on teaching and learning with technology and to build upon IU's award-winning Knowledge Base. The Knowledge Base currently is limited to providing technical assistance, but it will be expanded to also become a repository of best practices in teaching and learning with technology, advice, guidance, reflections, and examples drawn from the Ameritech Fellows' experiences."

# ISS Grant Opportunities for 2002

## Continued from Page 8

liver a written report or oral presentation—for interested faculty and staff—outlining the implementation and evaluation of the project within a calendar year of the fellowship period.

Awards will be made to active or service learning proposals that best meet the criteria of:

- A plan to address an identified instructional need or opportunity via creative active or service learning strategies.
- An explanation of how students will be more engaged in disciplinary content as a result.
- A plan for evaluating effectiveness of the innovation after implementation.
- Scale of impact on undergraduate education.
- Letter of endorsement from the department chair or dean.
- Commitment of additional funds or resources required to implement the proposal.
- A plan for sharing results of the innovation in the department or school.

## Application Outline

In approximately three to four pages, please describe the:

- Course to be designed or redesigned. Include course goals, typical or expected enrollment, frequency taught, and student profile. Explain the importance of this course to the department's curriculum or to undergraduate education in general.
- Instructional need or opportunity to be addressed through active or service learning strategies.
- Plan for addressing the need or opportunity. Be specific about the new teaching and learning strategies you will introduce to

the course. Explain how the innovation will promote active or service learning. How will critical thinking be encouraged?

- Plan to assess effectiveness of the innovation for students.
- Resources that would be utilized in the completion of the project, if any, in addition to the applicant's own time. If additional funds would be required for the project, please indicate the source.
- Plan to report results. Include means of sharing useful outcomes of the project within the department or school.

In addition to this document, please attach:

- a current course syllabus (un-



grants

less you are proposing a new course)

- an abbreviated curriculum vitae (not to exceed four pages)
- a letter of support from your department chair or dean
- for service-learning applications, include a letter from the community partner(s)
- any other documentation you think might be helpful.

Please send four (4) copies of the complete application package to:  
Jennifer Meta Robinson, Director  
Instructional Consulting at Franklin Hall  
Instructional Support Services  
Franklin Hall 004

or

JoAnn Campbell, Director  
Community Outreach and Partnerships in Service-Learning

Instructional Support Services  
Franklin Hall 004

The application deadline is March 1, 2002. A faculty and staff committee will make selections and announce them on or about March 30. For more information please contact Jennifer Robinson or JoAnn Campbell at the above addresses.

## Instructional Media Development Grants

*Deadline for proposals: April 12, 2002*

Media Production is pleased to announce a competition for 2002–2003 offering Instructional Media Development Grants.

These grants are designed to support undergraduate and graduate instruction on the Bloomington campus.

Though no salary is provided through this program, Media Production will provide all labor and materials—except in the case of extraordinary travel or materials costs.

Video or audio programs produced through these grants must be used in the classroom to improve or to enhance applicants, courses. Specifically, we are looking for projects that fill a particular instructional need, projects that solve a pedagogical problem or problems for a faculty member, a department, or a school. A minimum of three projects will be supported during the 2002–2003 academic year.

Faculty members who receive grants should expect to fully collaborate with the Instructional Support Services staff in developing, scripting and producing video and audio programs.

The award-winning staff can provide expert advice and assistance in the production of broad-

cast-quality video as well as analog and digital audio recordings. Media Production cannot independently produce a CD-ROM, web-based applications, or multimedia projects. However, the staff can produce digital audio and video materials to be used in these types of projects and will collaborate with other units in Instructional Support Services in producing digital presentations.

Travel expenses (if any) must be borne by the faculty member or his or her department. Copyright clear-



**Rosemarie McGerr used an Active Learning Grant to integrate visuals, lecture notes and audio tracks into PowerPoint presentations for her Medieval Literature class.**

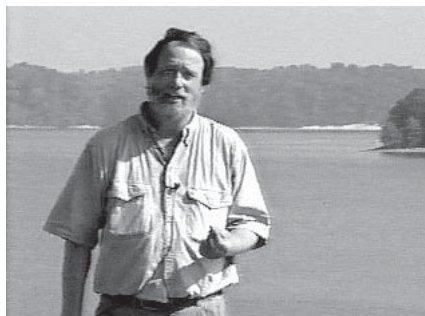
ance for third-party media must be obtained by the participating faculty member prior to submitting a proposal application.

All media produced in the course of these projects, or all productions containing media created in the course of the projects, are, unless other arrangements are made through Media Production, the property of Indiana University. The distribution and percentages of royalties for marketed programs should be determined during the application process.

Grants will be awarded by May 10, 2002, on the recommendation of faculty referees and the Office of the Dean of the Faculties. All projects start after July 1, 2002, and have a tentative completion date of August 31, 2004, or sooner.

Proposal forms and guidelines for proposals are available through

**In *The Earth Explored*—produced by Media Production and funded by an Instructional Media Development Grant—Jeremy Dunning (below) combines field demonstrations, lab experiments, and interviews with experts to convey geological concepts not easily visualized.**



Media Production (855-1983, Franklin Hall M114). Interested faculty should arrange an initial consultation session with Ralph Zuzolo, proposal coordinator for Media Production.

Media Production provides a wide range of production services to the Indiana University community. Professional services include full-scale analog and digital video and audio production capabilities. Also available is a classroom videotaping service, video and audio tape duplication, and complete scripting and consultation services.

Contact Media Production Director Ralph Zuzolo, 855-1984, rzuzolo. See the story on page 1 for another example of an IMD grant project.



**With an Active Learning Grant, Professor of Psychology Linda Smith enhanced her P106 General Psychology course, in which students use robots to learn about experimental procedure and the rudiments of behavior.**



**Associate Professor Sue Grimmond, of the Geography Department's Climate and Meteorology Program, used her Active Learning Grant to develop a WWW site for Geography 109; the site links lectures, labs, and online resources, manages quizzes, and provides feedback to students.**

## IMD & ALG Example Projects on Web

Follow the links below for past *ISS Newsletter* stories on Instructional Media Development Grant and Active Learning Grant recipients.

IMD examples:

- <http://www.indiana.edu/~iss/newsletter/nlapr97video.html>
- <http://www.indiana.edu/~iss/newsletter/nlfeb98video.html>

ALG examples:

- <http://www.indiana.edu/~iss/newsletter/nlapr98alg.html>
- <http://www.indiana.edu/~iss/newsletter/9904alg.html>
- <http://www.indiana.edu/~iss/newsletter/0002algr.html>
- <http://www.indiana.edu/~iss/newsletter/0102robots.html>

## Instructional Development Grants

Deadline for Application: March 1, 2002.

Do you have an idea for a teaching strategy to enhance student learning? Instructional Support Services is pleased to offer eight instructional development grants of \$1500 each for the summer of 2002.

Offered in conjunction with the Office of Academic Affairs and Dean of the Faculties, each grant will be awarded for the revision of an existing course or the creation of a new course to more actively engage students in learning. Bloomington campus tenured and tenure-track faculty are eligible for these awards.

Two types of projects are currently being solicited: Active

Learning Grants and Service-Learning Grants.

### Active Learning Grants

Active Learning Grants will be awarded to plans that encourage greater student engagement with critical thinking and "higher levels" of learning, analysis, synthesis,

and evaluation of information, in contrast to simple absorption. Examples of active learning methods include, but are not limited to, collaborative learning, problem-based learning, case methods, course projects, and simulations.

### Service-Learning Grants

Service-Learning Grants will be awarded to plans that integrate community engagement into the curriculum to enhance disciplinary understanding, civic engagement, and meet genuine community needs. In service-learning students may provide skilled or unskilled service at a community site or they

may conduct research or creative activities that meet community needs.

### Proposals

Grant recipients will be expected to: devote two weeks or more of full-time effort to their projects in the summer of 2002 for a course to be taught in fall 2002 or spring 2003; participate in one or two group planning/working sessions in the spring of 2002; and de-

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grants

INSTRUCTIONAL SUPPORT SERVICES  
Indiana University  
Bloomington, Indiana 47405



**For more information about ISS units, contact:**

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