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**INSTRUCTIONAL SUPPORT SERVICES (ISS)**  
provides instructional consultation and media services to IU faculty through the following offices:

**IUB Evaluation Services and Testing (BEST)**  
Franklin Hall M005 855-1595  
Assistance to faculty, students, and administrators in assessment, evaluation, and testing.

**Campus Instructional Consulting**  
Franklin Hall 004 855-9023  
Assistance to faculty and departments with teaching, course development, and classroom innovations.

**Campus Writing Program**  
Franklin Hall 008 855-4928  
Assistance to faculty and departments with incorporating writing into courses.

**Classroom Technology Services**  
Franklin Hall 0009 855-8765  
Videos, films, CD-ROMs, equipment, projectionists, and classroom technology assistance.

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Assistance connecting community engagement with course-based learning.

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Custom visuals for teaching, publication, and presentations.

**Media Production**  
Franklin Hall M114 855-1983  
Design and production of audio and video instructional programs.

**Teaching & Learning Technologies Centers**  
Ballantine Hall 307 855-7829  
Main Library 305 855-7829  
Consultation and training for development and application of teaching & learning technologies.

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INDIANA UNIVERSITY

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## Media Production Now Offers Web-based Digital Media and 3D Modeling

In recent years ISS Media Production has evolved to keep pace with rapid changes in technology related to video and audio production, editing, and distribution. Among other services, the office has added the capabilities to perform digital audio transfer, to produce and duplicate DVDs, and to film to MiniDV cassettes for its classroom videotaping service. This fall, Media Production has again expanded its services in support of instruction at IU, this time to include interactive and Web-based digital media, as well as 3D modeling and animation.

According to Director of Media Production Ralph Zuzolo, "The arena of interactive and online media and instructional programs is a logical extension of our existing capabilities and provides

**Continued on page 2**

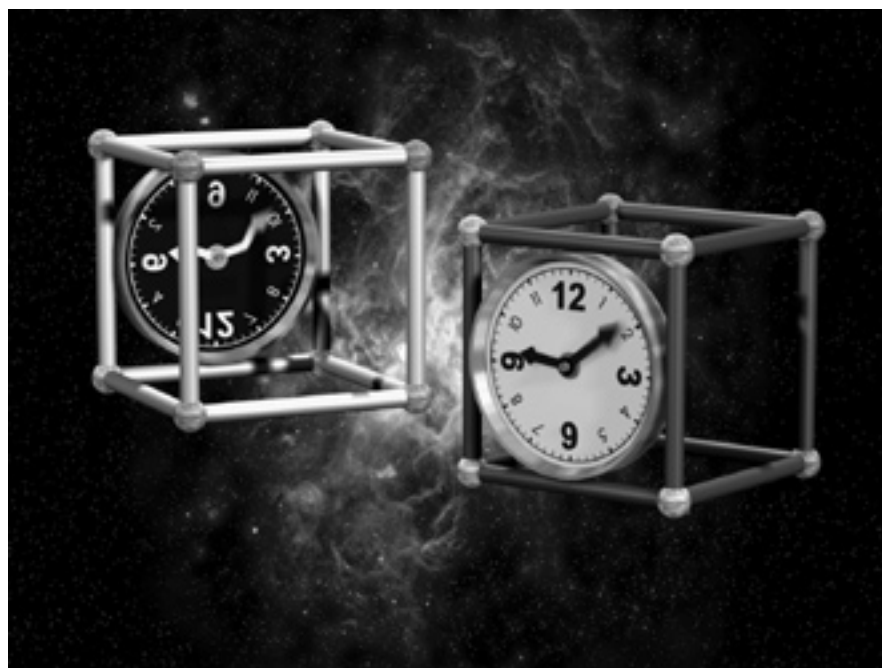


Image from a 3D animation that Media Production created for *Beyond Einstein: Searching for Relativity Violations*, produced for the open house that the Department of Physics holds for high schools every year.

# Media Production Offers New Services

## Continued from page 1

our clients with exciting new possibilities and strategies for using media to support teaching at IU." At the core of this new media toolset is Macromedia's Flash MX program, which allows staff designers and developers to integrate video, text, audio, graphics, and animation into rich, immersive experiences for interactive computer-based presentations and online learning.

In addition to creating engaging interactive media, Flash will enable the staff at Media Production to deliver high-quality video with unique interactivity and custom interfaces across a wide range of platforms.

Examples of instructional media programs and media objects that can be produced with Flash include:

- Complete standalone and online instructional programs
- Interactive presentations, kiosks and exercises
- Scenario-based simulations
- Instructional games
- Interactive case studies
- Problem-solving exercises
- Immersive and explorative media

Until recently, Media Production had only provided video footage to clients; if they wanted to stream it, they had to do the conversion themselves. Now, however, Zuzolo's office can convert video to Windows Media, QuickTime or Real Media streaming files and host it on a streaming server for Web delivery and viewing.

Similarly, the office can now author CD-ROMs, not just provide video or audio for clients to give to another party for incorporation into a CD-ROM. To explore CD-ROM authoring, as well as its new Flash capabilities, Media Production has prepared a CD-ROM incorporating Flash, embedded video, photography, and many other features exem-

plifying the unit's new capabilities, to introduce the office's services. The CD-ROM will be distributed soon to department chairs.

Media Production also now offers 3D modeling, graphics, and animation services, ideal for illustrating and visualizing complex and abstract concepts and content in ways that cannot be achieved with traditional video and 2D graphics or animation.

"Our ability to provide 3D media



**3D modeling is particularly useful for illustrating structures and process in the life sciences.**

greatly expands the visualization services we can offer to support instruction and research at IU," Zuzolo says, "especially in the natural and life sciences areas, such as chemistry, biology, physics and astronomy."

To provide these services, ISS recently hired Keith Danielson, a new Producer/Director responsible for 3D media development to support instruction. In addition to the design and production of 3D graph-

ics and animation, a big part of Keith's job is to consult with faculty to determine how and where 3D imagery can be used to meet their specific needs.

"The real power of 3D is its flexibility as a tool for illustrating a wide variety of concepts, ideas and information," observes Keith. "For example, 3D imagery and effects can be used to illustrate the composition and density of earth's atmosphere, but 3D can also be used to depict and animate geographic changes in population density and the corresponding depletion of natural resources."

These new 3D media services will be available in a variety of output formats including still images for presentation or print, animation for video, DVD, CD-ROM, PowerPoint, or Web delivery, and interactive 3D models for hands-on manipulation for online and computer-based exploration and instruction.

Media Production used all of its new capabilities including Flash and 3D animation, along with practically "every workstation we have," according to Zuzolo, to produce a six-minute video sequence for *Beyond Einstein: Searching for Relativity Violations*, produced for the open house that the Department of Physics holds for high schools every year. The program illustrates the ideas of IU Professor of Physics Alan Kostelecky and also features video of Kostelecky as well as footage prepared by the Physics Department.

Media Production's annual grant competition is open to proposals utilizing the office's new services (see page 8 for 2005 grant recipients).

Contact Media Production, 855-1983, [mediapro@indiana.edu](mailto:mediapro@indiana.edu), [www.indiana.edu/~mediapro/](http://www.indiana.edu/~mediapro/), for more information about services or grant opportunities.

# Customizable Course Evaluations

As the semester nears its end, instructors can obtain course evaluations from IU Bloomington Evaluation Services and Testing (BEST), which offers a full range of services related to evaluation, from standard and custom course evaluation forms, to surveys, to individual and departmental consultation on assessing student learning.

In the past several years schools and departments have shown increasing interest in the way in which courses are evaluated—particularly via rating forms completed by students at the end of the semester.

“This mirrors a national trend in which methods of course evaluation have changed to meet multiple needs such as course improvement, administrative decisions, public accountability, and concerns about fairness and accuracy,” says David Perry, who as Director of Evaluation and Testing runs BEST. “Despite occasional reports to the contrary, the majority of published research supports the claim that well-designed student ratings forms are valid measures of teaching effectiveness.”

At IU Bloomington individual schools and departments determine the particulars of how course evaluations are collected and used. Some schools or departments have adopted a single, standard form for use in all courses, while others leave it to the discretion of individual faculty members to determine how best to evaluate their courses. The Multi-Op course evaluation system administered by BEST is used in about half the courses taught on campus.

Through the Multi-Op system instructors can select up to 35 items from a bank of 198 items, and include up to 15 self-written items. BEST annually processes nearly 200,000 Multi-Op evaluation forms, representing about 6,000 course sections.

Multi-Op standard forms, designed to apply to a broad range of

ordering forms, and interpreting Multi-Op results.

Multi-Op users receive a report that tabulates responses to each item (other than open-ended questions.) The report also provides norms for comparison to a designated reference group and to IU Bloomington as a whole. BEST staff

are available to consult with individual instructors or departments about appropriate course evaluation strategies, and interpreting evaluation reports.

QuizSite, BEST’s online testing, evaluation, and survey tool is provisionally being used to create and administer course evaluations on the Web. If your department has been setup to do online course evaluations you may request a Custom On-line Evaluation using QuizSite. Please check with your department before using this option.

BEST is “not only a place to have multiple choice tests scanned,” observes Perry, “but a place where you can think about how to assess student learning, and consider attitudes about teaching at the individual

class or the departmental level. We have a bigger bag of tools to bring to that discussion beyond the traditional quantitative methods.”

Such measures include surveys, and individual or group interviews: what he describes as “naturalistic assessments that don’t necessarily involve testing someone.”

Contact BEST, 855-1595, [best@indiana.edu](mailto:best@indiana.edu), for more information.

Teaching Evaluation by MULTI-OP - Form C

0993

BEST

INSTRUCTIONS: Respond to each statement below in terms of your agreement or disagreement. If you strongly agree mark 5, if you agree but not strongly, mark 4; mark 3 if undecided; 2 for disagree; 1D for strongly disagree. For items requiring written responses, use reverse side of this sheet. USE NO. 2 (SOFT) PENCIL ONLY.

1 Overall, I would rate the quality of this course as outstanding.

2 Overall, I would rate this instructor as outstanding.

3 My instructor organized this course well.

4 My instructor is well prepared for class meetings.

5 My instructor explains the material clearly.

6 My instructor uses teaching methods well suited to the course.

7 My instructor is enthusiastic about teaching this course.

8 My instructor makes the subject interesting.

9 My instructor stimulates my thinking.

10 My instructor is knowledgeable on course topics.

11 My instructor treats students with respect.

12 My instructor is regularly available for consultation.

13 My instructor is fair and impartial when dealing with students.

14 My instructor recognizes when students fail to comprehend.

15 My instructor makes me feel free to ask questions in class.

16 Announced course objectives agree with what is taught.

17 I know what is expected of me in this course.

18 Overall, I would rate the textbook/readings as excellent.

19 Course assignments help in learning the subject matter.

20 Complexity and length of course assignments are reasonable.

21 The level of difficulty of this course is appropriate for me.

22 The grading procedures for the course are fair.

23 The exams cover the most important aspects of the course.

24 Exams in this course are fair.

25 Feedback on exams indicated clearly my standing in the course.

26 I learned a lot in this course.

27 I developed the ability to solve actual problems in this field.

28 What did you like most about the course and/or the instructor?

29 What did you like least about the course and/or the instructor?

30 What could the instructor do to improve the course or his/her teaching effectiveness?

Comments may be written in the BEST on the REVERSE SIDE of this sheet.  
(Faculty Evaluation is a service of the Director of Evaluation & Testing, Indiana University.)

disciplines and course types, and customized forms can be ordered at any time. However, all orders must be received before the last two weeks of classes each semester.

Requests for Multi-Op forms are available on BEST’s Web site, [www.indiana.edu/~best/](http://www.indiana.edu/~best/). The Multi-Op Manual, also available online, includes extended information about using the system, including an overview, and sections on choosing questions, creating and

# IU Agreement with eInstruction Corporation Provides “Clickers”

Indiana University has recently reached an agreement with eInstruction Corporation to facilitate the use of the eInstruction Classroom Performance System (CPSrf) on any IU campus. This agreement provides instructors with the ability to use a student response system, popularly known as a “clicker,” in any of their courses. It does not require specific textbook adoption, although instructors may also choose to continue to bundle clickers with textbook adoption. The use of a single student response system means students will have to purchase only one clicker instead of several.

The eInstruction Classroom Performance System (CPSrf) consists of a radio frequency receiver connected to a computer (either Windows or Mac), response pads (“clickers”) owned and registered by students, and a software package that allows an instructor to ask questions and gather responses from students.

Typically, an instructor poses a question or problem to the class, students enter their answers into their clickers and the answers are summarized and displayed on the computer screen (and with a projector, to the entire class). For more information go to [www.eInstruction.com](http://www.eInstruction.com) and select Higher Education.

Under the terms of the IU agreement, faculty and staff will be free to use whatever product they may choose in their classes, and Instructional Support Services will support them to the extent that resources permit. However, Indiana University will provide more formalized support for the eInstruction product.

Indiana University faculty who choose to adopt the eInstruction product will be provided at no cost

a USB receiver, one demo clicker, and a software license. Students will be able to purchase clickers from the IU Bookstore for \$18.75.



**eInstruction’s radio frequency receiver (above) and response pad, or “clicker” (below).**



Students will also need to purchase an activation code; the activation code will be valid for any courses the student registers for during the term of the activation. The following options have been established:

\$8 per student per semester, \$24 per student for two years of activation, and \$40 per student for a lifetime activation. These are the costs if the codes are purchased online at the eInstruction Web site. Activation codes may also be purchased at an IU-owned campus bookstore, but the price will include a slight markup. eInstruction will work with Indiana University to attempt to integrate their product into the On-course CL / Sakai course management application.

Indiana University and eInstruction will monitor usage during this pilot stage of the agreement and establish some goals for usage. The two-year agreement begins September 1, 2005, and ends August 31, 2007.

Upon completion of the pilot phase, if usage does not meet the desired goals, Indiana University and eInstruction will have the options to either mutually re-establish the pricing structure based on actual usage or discontinue the standardization program offering.

A series of eInstruction FAQs for faculty and students is now available online in the UITS Knowledge Base. The IU Bookstore is prepared to accept orders for student response pads and activation codes. (The deadline for submitting textbook orders for spring semester was October 5.)

Faculty who would like to request an eInstruction start up kit should e-mail or call Kathy Hayes ([Kathy.Hays@einstruction.com](mailto:Kathy.Hays@einstruction.com), 940-565-0004 ext 302) and should provide the following information:

- IU campus
- Faculty name
- Office phone number
- Faculty e-mail address
- The software version needed

(Windows or Macintosh)

- A shipping address that is acceptable to UPS (i.e., a street address—not just building and room—and not a PO box)
- The course(s) in which the system will be used.

If you would like more information about using student response systems in your classes, please contact the Teaching and Learning Technologies Centers (tltc@indiana.edu, 855-7829).

If you would like more infor-

mation about using the eInstruction radio frequency receiver in the classroom, please contact ISS Classroom Technology Services (clastech@indiana.edu, 855-8765 option 2).

## Turnitin.com Faculty Showcase

On Friday, November 18, from 3:00 to 4:30pm, the Teaching and Learning Technologies Centers will be holding a faculty showcase for Turnitin.com in the Georgian Room of the Indiana Memorial Union.

After an extensive pilot, Indiana University has recently purchased a three year contract with Turnitin.com, an online plagiarism detection software. With Turnitin, faculty can provide their students with a tool to make certain they are correctly citing sources for their written assignments. Turnitin also works as a powerful deterrent to

stop students from attempting to plagiarize other individuals' work.

Along with a brief Turnitin demonstration, and a few words from the Campus Writing Program, TLTC will be showcasing faculty presentations on their classroom experiences using Turnitin. This will provide instructors an opportunity to see firsthand how fellow faculty members use this new tool effectively, and ask them questions on methods that work, and also on what to avoid when introducing Turnitin in the classroom.

TLTC invites instructors to use

this excellent opportunity to pose questions about the services Turnitin provides and the advantages of using Turnitin in teaching.

Attendance is free and light refreshments will be offered, but we request that you register in advance. Please register at:

<http://www.indiana.edu/~tltc> and click on the "Workshop" link at the bottom of the page.

If you have questions about this session, send e-mail to [turnitin@indiana.edu](mailto:turnitin@indiana.edu) or contact the Teaching and Learning Technologies Centers (TLTC) at 855-7829.

## College to Offer Writing Prizes

The Campus Writing Program is pleased to announce that it has partnered with the College of Arts and Sciences to establish three Intensive Writing Essay Prizes to recognize the work and excellence of students writing for IU Bloomington courses that fulfill the College's Intensive Writing requirement.

The prizes also recognize the teaching efforts made by faculty to encourage and develop good student writing. Those faculty whose students receive College of Arts and Sciences/Campus Writing Program Intensive Writing Essay Prizes will be recognized alongside their students.

Prizes will be awarded for every academic year in each of the following distribution areas:

- Arts and Humanities
- Social and Historical Studies
- Natural and Mathematical Sciences.

Each prize is \$200. "Honorable Mention" prizes of \$100 will also be awarded.

All Intensive Writing instructors teaching in departments that do not regularly award essay prizes are encouraged to nominate those students they feel deserve recognition for their writing

Prizes are awarded for the academic year, and nominations and submissions will be solicited in the fall and spring semesters. The deadline for essays to be considered for the 2005–2006 academic year is March 10, 2006.

A panel of judges drawn from

current and former IU Bloomington intensive writing faculty, reading anonymous submissions, will select winners in each category.

The first presentation of College of Arts and Sciences/Campus Writing Program Intensive Writing Essay Prizes will be held in April, 2006, and we hope that this tradition will continue each spring thereafter.

For further information, contact either:

David Halloran, Academic Assistant Dean, College of Arts and Sciences,  
wdhallora, 855-1647

or

Laura Plummer, Director, Campus Writing Program,  
lplummer, 855-4928.

# ISS Grant Recipients Announced

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as a real-world example and the ongoing research efforts at IU to illustrate the scientific process. The primary target will be multiple courses covering organismal biology in the Biology Department, including L473 General Ecology, but the documentary will also be appropriate for a wider range of courses in Biology, SPEA, and the School of Education.

The dramatic nature of periodical cicada emergences provides an excellent opportunity for exciting and informative science education at Indiana University.

## James Damico and Mitzi Lewison, Education

*Windows into the World of Africa through Children's Literature*

Promoting tolerance and respect for diverse cultures is a core tenet of multicultural education and an integral goal of IU. One responsibility of educators, then, is to guide students away from stereotypes and toward more informed understandings of diverse peoples and cultures around the world.

Presently most IU Bloomington Teacher Education students enrolled in X460 Books for Reading Instruction and L599 Trade Books in Elementary Classrooms have had little exposure to and experience with cultures and peoples from around the world. This is especially the case with Africa, since problematic stereotypes of African peoples and cultures persist (e.g., all Africans are poor, live in villages, are mostly illiterate, etc.) in courses.

Damico and Lewison aim to challenge these and related stereotypes

by creating three 20- to 30-minute videotapes/DVDs of African scholars reading and discussing children's literature. The programs will include excerpts from the lecture presentations that the scholars will be giving to select children's literature courses this spring as well as additional artifacts and music selected by the African scholars and development team (e.g., photos, maps, recipes, still images, etc.).

The videotapes/DVDs will then be used in X460 and L599 in a mini-unit on international perspective on children's literature with a special

development of an international perspective in X460 and L599.

## Carrie E. Chapman, Education

*Collaboration and Teaming DVD*

The expectations for professionals who work in schools have changed dramatically over the past several years. Most educators enter the field because of their commitment to work with students, but they will not be successful unless they understand the many service delivery options through which students with and without disabilities are

now served, refine their skills for interacting with diverse professionals and parents, and understand how to utilize the varied personnel and community resources to work for the benefit of all students.

Chapman will work with Media Production to provide video/audio live-action clips of people demonstrating various concepts of professional collaboration in a DVD format. This single DVD package would serve as a companion to in-class activities and out-of-class curricula

to support the eight modules that Chapman has developed for the Collaboration and Teaming course offered through the Department of Curriculum and Instruction, School of Education and the Center on Education and Lifelong Learning (CELL) at The Indiana Institute on Disability and Community.

A single DVD package that provides positive visual modeling of colleagues engaging in collaborative skills would serve as an instructional tool during on-campus or distance education classes, a



Screen from the DVD *New Fingers for Old Music*, produced by Media Production for Professor of Organ Larry Smith in 2003 as part of an Instructional Media Development Grant project.

emphasis on African children's literature.

The IMD Grant project builds on existing work, a collaborative effort recently launched between the Language Education department and the African Studies department. Beginning fall 2004, Damico and Lewison have met regularly with two faculty members in African Studies to explore ways to infuse African literature into their sections of X460/L599.

The videotapes/DVDs will be used in years to come, guiding the

guided-learning and practice tool for students engaged in online learning, and a component of out of class work to support focus questions keyed to the video segments. Each of these uses is an important learning avenue that can be difficult to provide with current video products. In no one place are there high-quality, short, effective reenactments or examples of educators working or practicing the skills included in the eight modules of this course.

### Don Freund, Music

#### *Web-based instructional interface*

Composers are continually working to increase their appreciation of the specific relationships between physical instrumental techniques and the sounds they produce. Freund will use his IMD Grant to film instrumental demonstration

performances to be used in a Web-based instructional interface for students of orchestration and instrumentation; this will give them the opportunity to simultaneously look at a score, see the technique in action, and hear the resulting sound, organized in a way that will allow them to investigate these relationships thoroughly. The Teaching and Learning Technology Centers are producing the program for Freund.

This instructional video/music score/commentary interface allows students to observe in unprecedented detail the physics and ergonomics of performing musical instruments. The students will be able to control the speed and detail at which they can watch performers play various examples, which will be clearly connected to highlighted portions of musical scores and commentary that calls attention to cer-

tain principles being demonstrated. Video examples will include as many as four string instruments, 15 woodwind instruments, nine brass instruments, harp, guitar, and a variety of percussion instruments. These video examples will match score excerpts and detailed commentary synchronized in the interface using Macromedia's Flash technology.

This instructional interface will be used extensively in the Composition Department's instrumentation and orchestration classes, and as an important supplement to private lessons in composition, involving around 60 students each semester. We anticipate that students in instrumental music education and jazz arranging (another 50 to 80 students each semester) will also utilize this interactive resource for every instrument they study.

## Teaching & Learning Magazine Debuts

ISS Graphics and Publications is editing and producing a new magazine for the Office of Academic Affairs and Dean of the Faculties. Titled *Teaching & Learning*, the publication profiles instructors doing innovative teaching at IU Bloomington and also focuses on student learning. The upcoming issue focuses on student writing.

"I hope that this inaugural issue of *Teaching & Learning* magazine will be a welcome reminder of the many ways our Bloomington campus offers extraordinary opportunities for undergraduate education at a great public university," Vice Chancellor for Academic Affairs and Dean of the Faculties Jeanne Sept writes in the first issue of the magazine, which appeared last May.



*Teaching & Learning* is edited by Graphics and Publications Director Michael Nelson. Graphic Services Manager R. Brian Smith serves as art director, and office designer R. Scott Taylor is graphic designer for the magazine. Freelance writer Deborah Galyan contributes the bulk of the magazine's stories.

"We really have an advantage editing and laying out the magazine in the same office," says Nelson. "We can adjust text and layout at the same time, resulting in a much tighter design."

*Teaching & Learning* is published twice a year, in May and November, and is distributed on and off campus.

Visit the Web site at [www.indiana.edu/~tandlpub/](http://www.indiana.edu/~tandlpub/).

# IMD Grant Recipients Announced

Media Production is pleased to announce the recipients of its 2005 Instructional Media Development Grants, awarded to support undergraduate and graduate instruction on the Bloomington campus. Though no salary is provided through this program, Media Production provides all labor, production facilities, and materials—except in the case of extraordinary travel or materials costs.

The deadline for 2006 IMD grants is February 17. Contact Media Production, 855-1983, [mediapro@indiana.edu](mailto:mediapro@indiana.edu), for more information.

## Keith Clay, Biology

*Brood X Periodical Cicadas: An Educational Opportunity for the Natural Sciences*

For a brief period during May and June 2004 the United States was captivated by periodical cicadas. The emergence was broadly covered in the popular media, and virtually everyone at Indiana University and the entire Midwest was aware of the once-in-17-years emergence of Brood X. Brood X represented a premier teachable moment when people became eager to learn about the ecology, evolution, and behavior of cicadas.

More importantly, this unusual natural phenomenon provided an opportunity for more general education about our place in nature, and the ecological principles that govern life on Earth. In order to use the still widespread interest in periodical cicadas as a vehicle for sci-

ence education at Indiana University, Clay will produce with Media Production a documentary project about insects and forests, and how human activities affect their interaction.

The documentary will incorporate existing video footage on cicadas that Clay and the Department of Biology obtained in Spring 2004, and will also include further detailed educational material in the form of interviews, mini-lectures and graphical material on the research and the researchers at Indiana University.

The anticipated final product will be an educational documentary on general concepts in ecology and evolution using periodical cicadas

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Ballantine Hall 307, Library 305 855-7829

**ISS on the Web**  
<http://www.indiana.edu/~iss/>

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