

- Distance Learning: Beyond Text..2
- Step-by-Step Software Tutorials..2
- Connecting to Students.....2
- Enhancing Fieldwork.....3
- Analog to Digital at AV..... 3
- Farewell to Justin Schauble.....4

## CTE Events

### New Faculty Orientation

Aug 21.....8:30 a.m. - 2:00 p.m.

### Teaching with Technology Seminars

Aug 22-23.....10:00 a.m. - 4:00 p.m.

### Teaching @ AU

Aug 23.....4:00 p.m. - 5:00 p.m.

### Adjunct Faculty Orientation

Aug 23.....5:00 p.m. - 7:00 p.m.

### Greenberg Seminars Welcome

Sep 8.....3:30 p.m. - 5:30 p.m.

### Patrick Allitt:

### Surviving & Thriving In Teaching

Sep 29.....10:00 a.m. - 2:00 p.m.

## CTE Contacts

### Small Grants For Teaching

Contact: Beth Scudder  
[x2305; scudder@american.edu]

### Laptop, Projector, Camera & iPod Loans

Contact: The Faculty Corner [x2734]

### Enhancing Software Skills

Contact: Kelly Nolin for specialized training  
[x6077; nolin@american.edu]

### Blackboard Resources

Contact: Jim McCabe  
[x2553; jmcabec@american.edu]

### Quantitative Research Assistance

Contact: Assen Assenov  
[x3681; assenov@american.edu]

### Professional Development & Mentoring

Contact: John Richardson  
[x2346; jrich@american.edu]  
Or John Doolittle  
[x2065; doolittle@american.edu]

### Web Instructional Resources

Contact: Jim Lee  
[x2285; jlee@american.edu]

### Multimedia, Graphics & Video Editing

Contact: The New Media Center  
[x2560; ctenmc@american.edu]

### Classroom & Event A/V Needs

Contact: The Audio/Visual Services Group  
[x2296; av@american.edu]

## LETTER FROM THE DIRECTOR

### 'New Media': CTE Looks to the Future



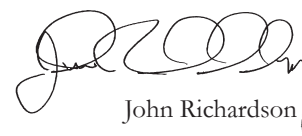
Meeting day-to-day operational responsibilities requires major commitments of time, resources and passion in CTE. Responsibilities include the operation of teaching-learning laboratories, Noontime Conversations, training workshops, classroom instructional support, audio/visual support, hundreds of individual consultations and much more. Our name for these activities is 'good stewardship.' Sustaining high levels of good stewardship is a top CTE priority.

But it is not our only priority. It is equally important that CTE staff members aggressively seek out current innovations in pedagogy and teaching-learning technologies, as well as those that are just showing on the horizon. A particularly exciting area of change and innovation is new media. CTE's New Media Center is a resource where faculty and students receive support for their work with new media technologies. More importantly, it is intended to be a catalyst that will infuse appropriate new media applications throughout CTE and American University's academic programs.

It is revealing that *The Economist* editors chose 'A Survey of New Media' as the subject of their most recent technology survey (in the April 22-28 issue). Its overarching theme is the replacement of an ethic of passive receptivity with an ethic of active participation, made possible by a broad and rapidly expanding spectrum of information and media technologies, especially for young men and women under age 30. In an 'on-line author interview,' *Economist* technology correspondent Andreas Kluth writes, "In the participatory era, media will no longer be delivered one way from a media company to an audience... but by audience members to other audience members... It becomes a conversation among the people in the audience."

Who are these 'people in the audience?' Among them are today's and especially tomorrow's AU students. "Last November, the Pew Internet and American Life Project, found that 57% of America's teen agers create content for the internet – from text to pictures, music and video." Among the new media technologies described in the article are Web logs (blogs) such as Blogger and Live Journal, interactive networks such as Facebook and Myspace, online newspapers such as Ohmy News International, podcasting (increasingly including video applications), and participatory, interactive resources such as Wikipedia (which is only one of many Wiki applications).

CTE intends to stay abreast of these new technologies, in close collaboration with faculty and students. My analogy for our role is the agricultural extension agent. CTE staff members will be AU's new media extension agents, with a commitment to making these exciting technologies accessible to all: humanely, appropriately, and effectively. We welcome your ideas and your feedback.



John Richardson

## Beyond Text: New Technology Enhancements to Distance Learning in 2005-06

BY JIM LEE



This year's faculty orientation seminar on distance learning put an emphasis on adding online, audio, and video content to supplement course delivery in Blackboard. The idea was to get the average user to invest in learning and implementing new technologies. This innovation was not for its own sake. Rather, it was an effort to go beyond text-based distance learning courses to ones that have a greater multi-media capacity. These efforts contribute to socialization because they create more intimacy among students and faculty. They may represent attempts to more closely create an atmosphere like a face to face class. Here are some examples:

**Use of audio files** Several faculty, like Parakh Hoon of SIS, used online podcasts and other types of audio delivery in instruction. Some made their own audio files; Patrick Joyner from CAS created an audio introduction to the class

and posted it on Blackboard. Some have interviewed experts and made the interviews available in an audio format.

**Use of video files** Faculty use videos in a variety of formats. Some used the streaming videos available through the Library collection, some (including Charlene Gilbert of SOC) made videos of their own lectures, and others assigned videos that were online or posted in Blackboard.

**Web Sites** Larry Gillick from SOC, Brock Brady from CAS, and other faculty built their own creative websites to abet the Blackboard based instruction. Some posted audio and video files on the sites.

*What is New Media? New Media includes all forms of computer-enhanced communication. Examples of New Media communication are digital video, web sites, emails, CD-ROMs, DVDs, streaming audio and video, interactive multimedia presentations, and computer animation. New Media is a convergence of the older styles of communicating with the new, computer-enhanced styles New Media takes advantage of digital technologies to improve the way people communicate and tell their stories.*

## Watch New Software Tutorials on Your iPod

BY MATT NAGY



Have an urge to edit your own video or author a DVD? In its continuing effort to provide the latest in multimedia, the New Media Center now offers training through video podcasts.

Podcasting is a method of distributing multimedia, both audio and video, for personal use on either a computer or iPod. The NMC has created the "New Media Cast," a series of video podcasts which are currently available for download free of charge on Apple's iTunes Music Store and on the web. Users can subscribe to the podcast on iTunes. When new episodes are available, they will be automatically downloaded to your iTunes library.

Faculty and students can use these tutorials to learn new media programs like DVD Studio Pro and Final Cut Pro. In addition, the New Media Center's podcasts are hosted locally, which allows faculty and students to produce, create, and distribute their very own podcasts!

New Media Cast episodes are available for download on the iTunes Music Store under "Podcasts" or on the web at <http://cte.american.edu>.

## Connecting To Students With YouTube

BY JOHN DOOLITTLE

Chad Hurley and Steve Chen, two geeks in a Silicon Valley garage, devised a way to share videos with one another on the Web. They named their system YouTube, which was launched last December. It allows anyone to freely upload and view videos. Today, YouTube is one of the fastest growing sites on the Internet, having just overtaken the youth-oriented meeting place, MySpace.

Much of what is available on YouTube is not likely to have wide appeal and may run afoul of copyright issues if the creators cut and paste without getting permission. But one of the strengths of YouTube is that it can be tailored to a specific audience. For example, American University's Ashley Mushnick was a dark horse when she ran for Student Government President last semester. Her brother decided to help her by making a music video titled "Ashley's Dance" featuring Ashley and other student actors in humorous campus scenes. They uploaded the effort to YouTube where it was seen by

AU students, propelling Ashley into office.

University of Mary Washington professor, Gardner Campbell, was surprised how YouTube entered his film studies class this summer when he was leading a discussion about the film "Little Women." He had brought still photos from the original motion picture as a way to stimulate the conversation. One student's presentation included a video clip of Rudolph Valentino acting in the original 1930 film, which the class watched on YouTube.

In a different example, a language instructor in Japan is using YouTube to upload pronunciation exercises and tongue-twisters to help students learn English.

These few examples using YouTube reveal the technology's greatest strength—it is student-centered. Students know about the site and many are already using it. Teachers who allow YouTube to enter their classrooms will be rewarded with a rich data source that their students appreciate and understand. Learning will follow.



## Multimedia Enhances Fieldwork

BY JIM McCABE



With new technology, fieldwork has become more convenient for students and faculty. Last spring, professors in the Language and Foreign Studies Department, such as Sachiko Aoshima, had students do interviews using inexpensive digital recorders. They edited the interviews and shared them with other students.

"Fifteen students in JAPN 215 used the digital recorders to interview people in Japanese at the Cherry Blossom Festival on April 8th," Professor Aoshima said. "For preparation, they practiced recording and editing with the recorders in class. After the interview activities, they edited their interviews and presented them to each other. Some of them posted the audio files on our blog where the students exchanged information with college students in Seoul, South Korea."

Aoshima also used free audio editing software called Audacity to create language exercises for her classes using her desktop computer and a microphone. She explained that "Japanese textbooks for JAPN 115 and 215 do not have an audio supplement. I recorded readings to replace the missing materials. The audio files are now ready for students of Fall 2006 to listen to them when they work with the textbooks."

LFS faculty have found Audacity easy to learn. Its basic operation is similar to a word processor; users highlight portions of audio files and then copy, cut, insert and paste as needed. Please call the Center for Teaching Excellence at x2553 or x6077 to arrange a one-on-one tutorial if you are interested in learning Audacity.

Another option for student assignments involving interviews is to use Gizmo Project. Gizmo, which allows free calls over the Internet, can automatically save a completed call in .wav format. This file can then be edited in Audacity and saved as an .mp3 format for use in a podcast. Gizmo is now considered one of the easiest ways to get started with podcasting.

More information about Audacity and Gizmo is available at <http://www.american.edu/cte/webtraining.htm>. Faculty can get a headset/mic for use in audio recording from Beth Scudder at x2305, through the Small Grants Program.

## From Analog to Digital Audio: AV Group Moves Into the 21st Century

BY ERIC GORDON



In the past year, the Audio and Video Systems and Services group of the Center for Teaching Excellence has made the transition from analog to digital audio recording. While digital audio recording has been around since the 1970s, it is only recently that this technology has become available for general use outside expensive recording studios. This transition into the digital realm has changed the way we use audio recording technology, creating challenges and opportunities both in the classroom and for special events. This transition is also preparing us for further changes in technology, especially digital video.

Currently, we are transitioning away from analog audiocassette tape recording to digital formats (though audio cassette recorders are still available, as well). To replace the portable and easy to use cassette decks that we use in the classroom and to record special events, we purchased three Marantz PMD660 recorders. The PMD660 uses Compact Flash media cards that can hold up to 36 hours of mono audio in a compressed format (mp3 128kbs). These recorders have built-in microphones, as well as line and professional microphone inputs (XLR). Most significantly, the PMD660 utilizes USB 2.0 for easy drag-and-drop file transfer to PC or Mac.

Over the past semester these recorders have received extensive use in the recording of special events. Because the resulting recording is a digital file, it is easily transferred, usually via e-mail. We even have an arrangement with SIS to transfer files of their events directly to their server for podcasting. Audio files are easily edited using free software such as Audacity. It is simple to copy and distribute these files via the Web, or burn them to CDR as an audio or .mp3 CD. We also can do more advanced audio editing and production using Protools, Logic, and Ableton Live software. We are still exploring the new possibilities these changes in recording technology have enabled.

If you have any questions or would like more detailed information about getting audio recordings of your special events, please don't hesitate to contact us at x2296, [av@american.edu](mailto:av@american.edu), or [egordon@american.edu](mailto:egordon@american.edu).



 Small Grants Reimbursement Beth Scudder T: (202) 885-2305 Email: <a href="mailto:csgegent@american.edu">csgegent@american.edu</a>		200506
PAY TO THE ORDER OF: <b>FACULTY MEMBER</b>		Date: _____
<b>ONE HUNDRED DOLLARS &amp; no/100</b>		\$100.00
Center for Teaching Excellence Hunt Hall 206-13 <a href="http://www.american.edu/cte">www.american.edu/cte</a>		DOLLARS
Small grants reimbursement 		
200168073 200405 2028852305		THIS IS NOT A REAL CHECK

## Collect Your Small Grants Check!

Form available at:

<http://american.edu/cte/faculty/grants.html>



## Fond Farewell to Justin Schauble

BY JOHN RICHARDSON

Early in August, New Media Center and Faculty Corner Manager Justin Schauble left American University after over five years of enthusiastic service. I've given a nickname to every CTE manager; my nickname for Justin was "Creative Energizer." For themes that would celebrate Justin at his last CTE Management Group meeting, I turned to the website, <http://www.creativityforlife.com>.



*To exist is to change, to change is to mature, to mature is to go on creating oneself endlessly.* (Henri Bergson)

*Creativity is inventing, experimenting, growing, taking risks, breaking rules, making mistakes, and having fun.* (Mary Lou Cook)

*There are two ways of being creative. One can sing and dance. Or one can create an environment in which singers and dancers flourish.* (Warren G. Bennis)

Under Justin's leadership, the New Media Center reinvented itself more than once, taking giant strides towards becoming the sort of catalytic force I describe in the letter that begins this issue of *Areté*. Justin was the Faculty Corner's first manager, manifesting ideas developed by Jim Lee, Assen Assenov and himself as reality. Largely thanks to his leadership, the Faculty Corner has become a popular AU institution and, potentially, a model for faculty support worldwide.

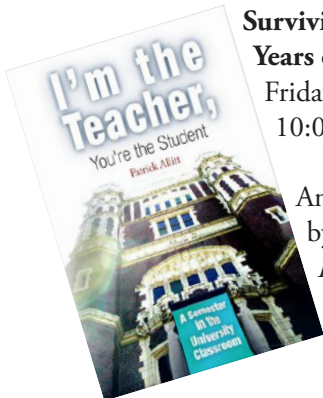
Justin was my teacher. His knowledge of new media applications was encyclopedic, his curiosity voracious, his capacity to advocate for projects in which he believed, inexhaustible. It was a rare day that Justin did not burst into my office to share new ideas, new enthusiasms. It was largely because of Justin that I began experimenting with my first Apple "Mac" and my first iPod.

Above all, Justin was fun to be around. Whether in the New Media Center, working intensely on a video production, at a Management Group Meeting, on the volleyball court, over lunch at the TDR, or over a beer at Chef Geoff's, his energy, enthusiasm, love of his work and love of life were infectious. He was, indeed, CTE's Creative Energizer. We will not soon forget his many contributions and we wish him well.

### Surviving (and Thriving) in the First Five Years of Teaching and Beyond

Friday, September 29  
10:00 a.m.-2:00 p.m.

An interactive workshop presented by Professor Patrick Allitt, author of *I'm the Teacher, You're the Student* and Director of the Center for Teaching Excellence at Emory University.



## CTE Locations & Hours

### BLACKBOARD

Hurst Hall room 11, x 2553

Monday - Friday .....9:00 a.m. - 5:00 p.m.

### FACULTY CORNER

Hurst Hall room 204B, x 2734

Monday - Thursday .....9:30 a.m. - 8:00 p.m.

Friday .....9:30 a.m. - 5:30 p.m.

### NEW MEDIA CENTER

Hurst Hall room 212, x 2560

Monday - Thursday .....9:30 a.m. - 11:00 p.m.

Friday .....9:30 a.m. - 5:30 p.m.

Sunday .....12:00 noon - 11:00 p.m.

### SOCIAL SCIENCE RESEARCH LAB (SSRL)

Hurst Hall room 202, x 3862

Monday - Thursday .....9:30 a.m. - 11:00 p.m.

Friday .....9:30 a.m. - 7:00 p.m.

Saturday .....12:00 noon - 7:00 p.m.

Sunday .....10:00 a.m. - 7:00 p.m.

### SCHOOL OF PUBLIC ADMINISTRATION LAB

Ward Building- Sub Terrace, x 3866

Monday - Thursday .....9:30 a.m. - 11:00 p.m.

Friday .....9:30 a.m. - 7:00 p.m.

Saturday .....12:00 noon - 7:00 p.m.

### TEACHING & LEARNING RESOURCES

Hurst Hall room 11, x 3926

Monday - Friday .....9:00 a.m. - 5:00 p.m.

### AUDIO & VISUAL SYSTEMS & SERVICES

Anderson Lower Level, x 2296

Monday - Thursday .....8:00 a.m. - 11:00 p.m.

Friday .....8:00 a.m. - 6:00 p.m. (later as requested)

Saturday & Sunday .....as requested



M-Th 9:30 a.m.-8 p.m. • F 9:30 a.m.-5:30 p.m.

Hurst Hall, Room 204-B • 202.885.2734

## The Faculty Corner

Where Faculty Find Answers  
Now Open for Fall