

# IS&T Newsletter

November 18, 2011



**“ . . . WHATEVER YOU DO, WHETHER IN WORD OR DEED, DO IT ALL IN THE NAME OF THE LORD JESUS” – COL. 3:17.**

## Students learning is enhanced in classroom

Here we are, well over half way through the semester. Sometimes it goes by quickly.

This year has certainly started better overall for IS&T than last year – remember the internet issue of fall 2010? We do. So far our bandwidth has performed quite well. Of course, all of us would like more, but our 350mpbs connection is working at this time – always dangerous to say that, because as we know a back-hoe could be swinging as we read...

The Center for Learning with Technology has been providing a lot of training sessions. Most popular has been the

Prezi training. Don't forget that the people in the Center are there for you whenever you are wondering how to do something with technology in your classroom. Please contact them any time you think you may want to do something different in your classroom. They will certainly offer suggestions and help with implementation.

Right now the Center is working with Dr. Pat Garner on developing a learning package for COMO101. The package is currently focused for use by those at our international campuses. It is an exciting project and it is

great watching the reshaping of how this course can be delivered and the students learning enhanced through the use of selected technology – technology that adds value to the learning process all around.



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## Bond joins Database & System Administration

Eric Bond joined the DSA Group of IS&T this summer.

Eric's title is Storage and System Administrator. He comes to us from Lawrence, KS, where

he gained significant experience managing IT storage and servers for the Federal Reserve Bank of Kansas City. Eric and his wife Kristi are both Harding alums and they have

2 children, ages 4 and 7. Kristi is a new member of the Harding faculty in the Department of Foreign Languages.



## Registrar's Office news

Patti Jo White resigned from the Registrar's Office to accept the directorship of the North Little Rock Professional Center.

Congratulations to Patti Jo on her new position and we wish her the best.



We are happy to announce the hiring of Natalie Oliver as Associate Registrar for the Registrar's Office. The office is

being restructured and Natalie has been hired to assist with the Information System functions of the office. She will assume the responsibilities of programming CAPP and the Banner grading process, as well as many other functions.



The Registrar's Office intends to launch the online application for graduation soon.

Students applying for May 2012 graduation will begin using the online version of the application.



## Changes @ Brackett Library

Henry Terrill, Electronic Resources & Serials Librarian, retired in June after 32 years of dedicated service to the library and Harding University.

Arkansas librarians recognized him as an outstanding librarian in 2004 by honoring him with the Suzanne Spurrier Academic Librarian award, named after Harding's own beloved library director.

He was honored by the organization at the 2011 annual conference with the Frances P. Neal Award that recognizes a career of notable service in librarianship within the state of Arkansas.

The recurring themes at his retirement dinner were

appreciation for his devotion to others, his prayerful spirit, his encouragement to new employees and his faithfulness to his job in spite of his recurring health problems. We salute a wise man and miss him.

However, life goes on and after restructuring responsibilities and adding two new faces, the library was ready for classes to begin.



**Jean Waldrop** moved from Reference to Henry's position as

Electronic Resources & Serials Librarian. She will continue to serve as the Health Sciences Librarian Liaison.



Justin Lillard from Valdosta, GA joined the librarians in July, serving as Reference Librarian. He holds an MA in Christian Ministry from ACU and an MA in Biblical Studies from Lipscomb. Justin is currently working on a Masters of Library Science from Valdosta State University.

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## Five things you should know about Moodle



Backups – a boring subject! Right? Well, it is until you need one.

You can do a backup of your Moodle course in seconds. Whereas, trying to retrieve a Moodle course from a database backup can take days and still not produce the complete course.

We recently experienced a need to restore a course from a backup, when a Moodle course was accidentally deleted. Our first thought was, no problem. We have a backup and we will just pull it from there. However, it was not that easy.

As they say, timing is everything, and the timing was not on our side. We managed to hit every point of failure:

- 1) The first point of failure: No course backup from the instructor.
- 2) The second point of failure: Pulling the course from the hosting company's backup files. Unfortunately, we had passed the time limit on retrieval. Moodle course backups are kept for three days. The database backups are kept for longer periods, but retrieving entire courses from a database backup is time consuming,

expensive and does not always generate the desired results.

Since that event, we have implemented new backup procedures that provide additional time for course retrieval, but nothing is as quick or easy as restoring from the instructor's backup.

**“We have implemented new backup procedures that provide additional time for course retrieval . . .”**

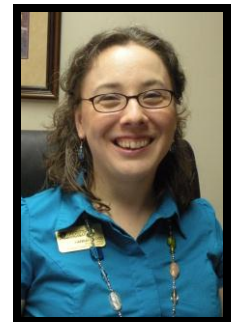
1. If you want the ability to have quick and accurate access to your course content and data, YOU have to do a backup.
2. Do a course backup whenever you have done something in the course that you do not want to have to re-do or could not replicate (such as quizzes).
3. You need only one or two backups. There is no need to keep old backups of the same course. You may do 10 backups over the semester, but there is no need to keep more than the two latest backups. Delete old backups after you have

replaced them with a new one. This saves expensive space and confusion.

4. Tutorials on the backup procedures are available on the E-Learning website ([www.harding.edu/elm](http://www.harding.edu/elm)) or on iTunes U ([www.harding.edu/itunesu](http://www.harding.edu/itunesu)) under E-Learning – Instructors.
5. Trust no backup except your own. When all is said and done, you are responsible for your own course backups.

For more information, visit the E-Learning Website or [www.harding.edu/itunesu](http://www.harding.edu/itunesu).

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Hannah Wood assumed the responsibilities of Circulation Librarian. Her degree is from The George Washington University in Washington, DC in Museum Studies. She will also be involved in the project to preserve and digitize Harding history.



## Lecture Capture at Harding

Classroom lecture capture, while not a new technology, has only recently become prevalent at institutions of higher education. Classroom lecture capture involves the recording of classroom lectures, which are then made available online for student viewing. As with any university, the desire to provide every resource necessary to assure academic success for all students is paramount at Harding. The lure of lecture capture is the ability for those students in courses with complex material to be able to view the lecture again.

To read the full report on the lecture capture pilot at Harding, please contact Karen Mayes ([kmayes@harding.edu](mailto:kmayes@harding.edu)). Karen will send you a copy of the report.

Beginning in Intersession of 2011, the Center for Learning with Technology initiated a pilot program to investigate the merits of Tegrity's lecture capture software system. Three teachers from different departments piloted the system.

Both students and teachers were surveyed after their experiences with the classroom lecture capture system.

Overwhelmingly, the inclusion of lecture capture in the three classrooms was broadly favored by students. Many reflected that lecture capture enabled them to review more difficult concepts and to "take notes at their speed rather than trying to keep up in class."

Eighty-one percent responded "strongly agree" or "somewhat agree" that watching recorded lectures helped them get a better grade. For the most part, the instructors' experience with the classroom lecture system was also positive.

To summarize the teachers' responses: "This technology was a tremendous benefit for my summer class, which is extremely intense. I am not sure how it will be accepted during the regular semester.

I am concerned that students will use this as a license to miss class (although they will be warned of the consequences)." The advantages appear to be numerous, but further study is needed in order to answer remaining questions concerning whether frequent use of lecture capture improves student academic performance, hinders class attendance, and/or improves class interaction.

Currently, we have 100 hours of storage space available for captured lectures. Faculty and student demand will determine whether extra storage space will be purchased. As we move forward, we will continue to examine and evaluate the content management side of the classroom lecture capture system: how we will archive the lectures, whether short-term or long-term storage is best, and what steps will be taken when the demand either increases or decreases.

Technology is changing the way students communicate with one another and inherently impacts the way we teach and the way our students learn. The classroom capture lecture system, while producing many positive results, should not be a substitute for the live classroom experience, but rather, function as an extension and enhancement of it (Ramaswami, 2009).

