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## Electronic Classroom Funds: Apply Now

This year the University has allotted \$100,000 for Electronic Classroom (eClassroom) requests from Task Force Funds. To request funding, please complete the [online Application Form](#). Requests should be reviewed and prioritized by the appropriate dean (or designee), signed and returned to Helen Lacy, Director of IMS, Milton Bennion Hall, Room 207; or faxed to 581-7987, by December 3, 2004.

In general, the college or department submitting the request will be asked to match 25% of the project cost for most installations, although a greater match may be requested if a proposal requests special equipment such as overhead document cameras, interactive white boards (e.g., SmartBoards), or the like.

There are some minor restrictions on these funds. Requests for eClassroom support should be for projection and media equipment, used in classrooms and teaching spaces, including seminar rooms and computer labs which are used for class instruction. Priority will be given to proposals for equipment in general purpose classrooms scheduled by the University Scheduling Office which are accessible to any academic department. Requests for computer funding should be addressed to Dr. Robert Kessler for consideration by the Computer Task Force.

The deadline for submitting initial proposals is December 3, 2004. Projects will be reviewed, selected, and announced by March 9, 2005. Matching funds may be committed from either Fiscal Year 2004-2005 or from Fiscal Year 2005-2006.

## Campus Backbone Network Statistics

The Campus Network Operations Center (NOC) has a new monitoring tool that allows them to see general availability of several key services, including:

- fiber.utah.edu
- ns.utah.edu
- smtp.utah.edu
- www.utah.edu
- www.med.utah.edu
- www.uen.org

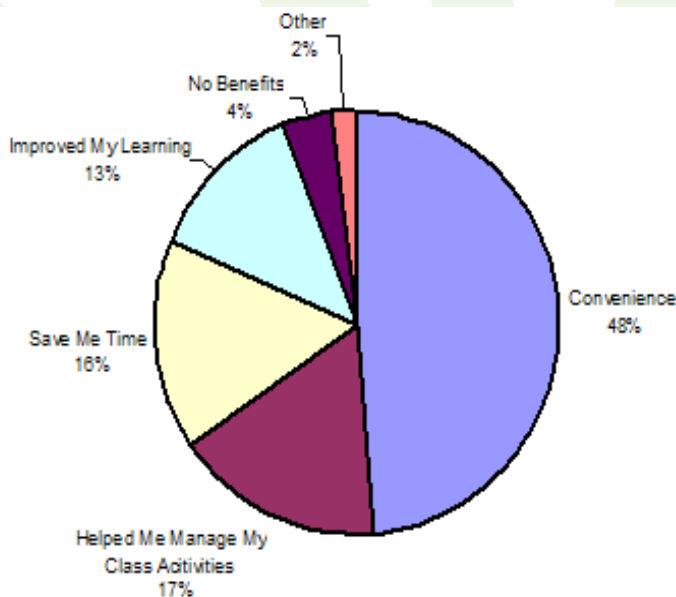
The tool measures services from the NOC's Komas facility and from probes located at all campus nodes. Looking at a [scan of services](#) from Friday 10/1 12:00pm to Friday 10/8 12:00pm, "EBC - www.utah.edu" is the availability of that service (www.utah.edu) as seen from a probe located at EBC. Anything without "NNN -" is a view from the Komas node to those services. The image shows all services in that time period were up 100%.

The NOC will be using this tool to provide SLA measurements for the new Orthopedics Hospital. We will provide Campus Backbone Network statistics in this publication each month. Additionally, the NOC can provide customized monitoring options for campus LANs. Contact Bryan Morris at 585-9229 for more information.

### Students and Information Technology

A walk around our campus reveals students chatting on their cell phones, e-mailing their friends and classmates, and surfing the Net for fun or studies. The Educause Center for Applied Research (ECAR) has released a study that describes how students use technology (ECAR Study of Students and Information Technology, 2004: Convenience, Connection, and Control, October 2004). 13 higher education institutions participated in the study which finds that 82.0 percent of freshmen and seniors own cellular phones. 93.4 percent of students reported owning a computer, with 62.8 percent owning personal desktop computers and 46.8 percent owning laptops. 11.9 percent own PDAs.

Students list several benefits for using technology – with convenience leading the list. This chart shows the spread.



The study presents other key findings:

- Students use technology first for educational purposes, then for communication, management of classroom activities, and presentation of work.
- Students' use of technology is strongly influenced by their academic major and class status.
- Students say they know just enough technology functionality to do their work. They don't have in-depth application knowledge or problem solving skills.
- The primary benefit of information technology to students is convenience, followed by time savings.
- Most students prefer a moderate amount of technology in the classroom.
- The interactive features of course management systems – such as sharing materials among students and providing faculty feedback – are among the least used features but are perceived by students to have a significant impact on learning.
- The ability to track grades in a course management system greatly contributes to a student's ability to manage class activities.
- The more students use a course management system, the more they prefer its use.

Academic technology tools are readily available to the U's students and faculty members, allowing to serve the trends reported in the ECAR study. Besides electronic classrooms, student computing labs, and broadband Internet, the Technology Assisted Curriculum Center (TACC) offers WebCT, a web-based course management system licensed. Approximately 800 courses at the University use WebCT to augment traditional lecture-based instruction. Over 16,000 students and 70 departments use this program. WebCT is also used for fully on-line courses. A two-hour one-on-one training session provided by the TACC will get you started. Find more at [www.tacc.utah.edu](http://www.tacc.utah.edu).

ECAR research is an excellent resource that can be found at [www.educause.edu](http://www.educause.edu). To use it you need to create a profile at <http://www.educause.edu/Login/603>. You will be asked for your e-mail address (ending in utah.edu). You'll then create a username & password.