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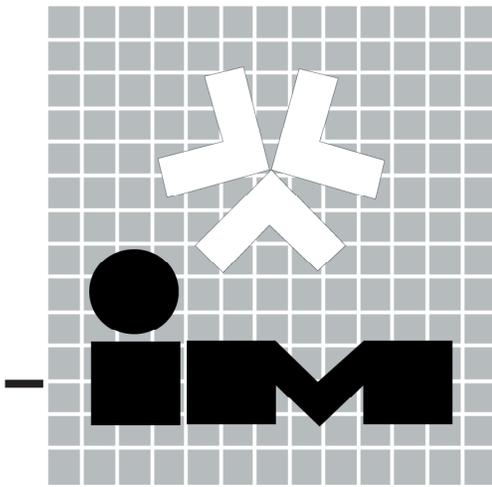
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CIM - We're Right on Track

information media news

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Dean's Corner

I own a dog that insists on taking a walk every day. One of the surprises about walking in the winter compared with our strolls during the more temperate seasons is how apparent it is that other entities have gone before us based on the tracks they leave in the snow. Clearly, deer, rabbits, and squirrels view "our route" as their own as well. Other humans walk the trails I follow, and it is possible to differentiate the number of people, their size, and the rate at which they are moving by observing their boot treads. Most likely none of these previous travelers gave a second thought to the tracks they left behind for me to discover.

Similarly, most of us are unconscious of the tracks we leave behind in our work and education. We tend to be focused on the future: the next test, the next class, the next job. But, we do leave a legacy for those who come after us. Our contributions are important to future generations in ways we may never comprehend. The theme of our newsletter this semester is "We're Right on Track," and I'd like to share with you a few opportunities to leave a legacy as we move forward on that track.

We recently submitted a grant application to develop a mentoring program for CIM graduate students as they proceed through their program. If funded, this will allow us to match each student with a mentor who is currently in the workforce. We believe these pairings

will provide valuable opportunities for mentors and mentees to cross paths as they develop their legacies. More information will be forthcoming about this project when we learn if it is funded.

Over the past couple of years we have been hosting an annual meeting of a CIM advisory board to provide suggestions, comments, and direction for our program. This year's event was held on Saturday, April 16th. If you would be interested in providing input as we plan the future paths we should follow, please contact the CIM office about participating in such a forum in the future.

Finally, it always gives me pride to tell people about the "tracks" that some of our CIM faculty and administrators have left for our future CIM students. We are the grateful beneficiaries of the generosity of those who have established endowments that fund scholarships and assistantships for our students. Currently, there are four such opportunities honoring the following retirees: Luther Brown, Dennis Fields, Doreen Keable, and Carl and Marilyn Savage. If you are interested in applying for a scholarship or if you are interested in donating to these funds, contact the dean's office (320-308-2022) for assistance.

Please consider helping us stay on "Right on Track" by participating in one of the above opportunities to continue the Center for Information Media's commitment to excellence in teaching and learning.



Dr. Kristi Tornquist

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The Right Track?

by Jeanne Anderson

Are we on the right track? If so, how are we to know? These are important questions to ask ourselves personally, professionally, and as members of an enterprise.

It may be easiest to tell when we are on the right track personally and professionally. My experience has been consistent with Joseph Campbell's who once said "I know when I'm on the right track—that is, when everything is in a harmonious relationship to what I regard as the best I've got in me" (p. 72, Osbon, 1991). I know I am on the right track when my life calls me to give my best, to stretch and grow, and the cosmos seems to provide the opportunities to do so.

Most often for me, being on the right track involves the experience of "flow," described by Csikszentmihalyi as characterized by having a clear and meaningful purpose, being focused and immersed in activities which require skills, offer challenges and enjoyment (1990). When my career is on the right track, my day is characterized by being so involved in work that I lose track of time and take intense pleasure in my work. I remember thinking after my first week on my first job as an instructional designer that I was so incredibly fortunate to be paid to do something I enjoyed so much.

How can we extend this concept to the enterprises where we work: our schools, non-profit organizations, or businesses? This might be a bit harder to determine. The typical way of judging the success of a business is simply by looking at the bottom line, but I would suggest that isn't enough. It is just as likely to lead to a soulless and unprofitable work environment as to one that is healthy, profitable, and vibrant. An organization aiming to get on the right track needs to look at providing goods or services that are meaningful, and make a worthy contribution to society. It needs to be a place where employees come to work looking forward to each day because they feel that their work is stimulating and satisfying, and especially in our field, where innovation flourishes.

Is CIM on the right track? I think so. My evidence? To me, this has always been an enjoyable, healthy and innovative work environment, and continues to be so. The faculty and staff enjoy working with graduate and undergraduate students—it is both intellectually stimulating and meaningful work. We have recently created a new award to honor outstanding graduate student projects. Our students continue to graduate and succeed in schools and businesses.



This year we have assessed our program offerings, and are finding new and innovative ways of serving our students. We are rapidly moving courses online and off campus where students need them. We have examined our schedules and are planning to begin offering a 15-month intensive graduate program in the Fall 2005 consisting of both online and off-campus classes. And the bottom line? Our programs are growing at a manageable pace, and we are looking forward to that pace to picking up.

Csikszentmihalyi, M. (1990). *Flow: The psychology of optimal experience*. New York: Harper & Row.

Osbon, D. K. (Ed.) (1991) *A Joseph Campbell companion: Reflections on the art of living*. New York: Harper Collins.

The Luther Brown/John Berling Outstanding Capstone Project Award

The Center for Information Media has inaugurated a three-part award to be given at each graduation to the persons responsible for the best thesis, paper, and portfolio. Recipients will be honored with a commendation and a small honorarium. Former CIM students and program graduates who would like to support this project can do so by sending a contribution to this fund at the Foundation, Alumni House, St. Cloud State University, St. Cloud, MN 56301. Please indicate account R43007.

eFolio Minnesota - Electronic Portfolios for Everyone

by Karen Thoms

As a result of a federal congressional award, all Minnesotans—students, teachers, business persons—have the opportunity to have 3 megabytes of storage free of charge for their electronic portfolio.

This opportunity is not just available for MnSCU institutions, but to students at all Minnesota educational institutions. In fact, one higher education institution (Hamline) has started requiring its graduates to have an electronic portfolio in order to graduate. Workforce Minnesota is requiring that applicants for some positions complete an eFolio Minnesota portfolio to be considered for certain jobs. As part of this grant, K-12 students have the opportunity for their own electronic portfolios, which are password protected to assure confidentiality and safety of our young students.

To support this electronic portfolio concept, a new term is being used. ‘Lifewide learning’ is integrated learning which covers a wide range of areas—work, curricular, home, extracurricular, community service, etc. The term is gradually replacing ‘lifelong learning.’

Avenet, the software company working with eFolio Minnesota, is currently consulting with sponsors in the area of assessment and career exploration. By June or July of this year, eFolio Minnesota plans to have up and running ‘Linkbuilder’ (a tool which ties educational competencies to items within eFolio Minnesota), an English-version spellchecker, an ‘interview’ tool where questions will be asked to populate the site, and a ‘questionnaire’ tool which will have a forced-structure format. This system may be used soon to help with licensure issues for teachers.

Some of the features of eFolio Minnesota include simple word processing techniques to add color, tables or text; a wide variety of colorful portfolio designs; attachments such as resumes, work samples, and photos; interactive tools such as audio, video, and surveys; links to other sites containing your samples; flexible versions; career management over time (student to educator or career portfolio); unlimited or restricted access (password protected) by others; online and telephone help, and quick tips; and resources on learning, teaching and careers.

Currently there are over 25,000 registered users of eFolio Minnesota. Of these 25,000 registered users, 19,000 are in higher education; 3,000 are in the work force; and 3,000 are in K-12. Paul Wasko, eFolio Minnesota Project Manager, reports that there are over a million hits a month on the network (which includes visits as well as maintenance work).

The eFolio Minnesota project is a way which students, educators, and job seekers can display and document examples of their work. For more information on this opportunity for K-12, visit the site at <http://www.efoliominnesota.com> and click on ‘Gallery’ to see samples or contact Paul Wasko at paul.wasko@iseek.org. MnSCU is planning an eFolio Minnesota Summit on Thursday, November 3rd, and details will be available soon.

If you know of interesting projects being done in your school classes and media center, contact Karen Thoms to discuss what is being done at your school (kthoms@stcloudstate.edu).

SCSU has announced the appointment of Susan Bayerl as university registrar, effective March 1, 2005. Sue’s prior service at SCSU includes 10 years as director of records, prior to which she spent 4 years as assistant registrar. As registrar, Sue will oversee all programs, services, operations, budgets and personnel in the Office of Records and Registration. Sue earned her bachelor’s degree in music education at the College of St. Benedict and her master’s degree in human resource development and training from our own CIM program here at SCSU (Track III).

Vi Bergquist, another CIM graduate (1988), was featured in a St. Cloud Times article “St. Cloud library launches downloadable audiobooks.” Go to <http://miva.sctimes.com/miva/cgi-bin/miva?Web/page.mv+1+local+980912> to view this article.

Desire2Learn Implementation Update

by J.C. Turner

Since last spring, SCSU has completed the transition from WebCT to Desire2Learn (D2L) for support of online instruction. The move was part of a MnSCU-wide effort to use a single instructional management system (IMS) throughout MnSCU. The primary server array is at SCSU, with redundant failover servers at MnSCU in St. Paul.

The response to D2L by faculty at SCSU has been very positive overall. Summer 2004 saw an 80% increase in the number of courses using D2L in comparison to WebCT the previous summer. The increases for Fall 2004 and this Spring were similar, and currently more than 800 course sections are using D2L in some capacity.

This represents 23% of all SCSU courses, with 30% of the faculty involved. Also, more than 10,000 students at SCSU (70%) are in at least one course that is using D2L.

The transition has not been without challenges. A major upgrade to the software was installed last August, and there were a number of problems; as a result, users at all MnSCU campuses, including SCSU, experienced slow response times and numerous error messages. The MnSCU implementation of Desire2Learn is by far the largest the company has ever done, and MnSCU and D2L spent long hours analyzing system logs to identify and address the problems. The server array is now properly

equipped and tuned to handle the huge demands of the MnSCU campuses, and software code has been rewritten to handle database processes much more efficiently. Desire2Learn is now running smoothly, and new procedures are in place to help prevent such problems in the future.

SCSU continues to participate in the MnSCU-wide deployment of Desire2Learn, providing feedback through a number of channels and helping shape implementation of features in D2L to meet the needs of faculty and students. The Center for Information Media also continues to work to make more courses available online through D2L, bringing opportunities to students, regardless of location.

CIM Accelerated Graduate Program: Go from 0 to 39 in 15

by John Theis

Spread the word! SCSU and CIM are offering a new accelerated graduate program to go from 0 graduate credits to a master's degree in 15 months or less. It could be less because one or more recent and/or equivalent courses from another accredited graduate institution **may** be applied to the completion of this program, if approved by your advisor and Graduate Studies.

How is that possible? To quote recent marketing materials, "We asked you, we listened to you, and now we're responding to you. You told us you wanted quality, convenience, affordability, and practicality."

Beginning Fall 2005, CIM will be offering six graduate courses to be delivered in 5-week segments. That means you can earn up to nine graduate credits each semes-

ter. These courses will be offered at Anoka-Ramsey Community College. Some courses will be face-to-face at ARCC, while other courses will be offered as online courses.

For more details, contact Jeanne Anderson (Jeanne.Anderson@stcloudstate.edu), or John Theis (jgtheis@stcloudstate.edu), or call 320-308-2062.

Course Elective Option

ED 601 - Using Multicultural Children's Literature in the Elementary/Middle School, a summer course offering, will explore literature representing many areas underrepresented or misrepresented in children's literature including race, ethnicity, religion, abilities/disabilities, age, gender, and more. This course is a great option for K-8 classroom teachers, media specialists, ESL teachers, special education teachers, and Title II teachers.

For registration information see the printed summer schedule and/or online registration system. If you require additional course information, email Pat Heine at pjheine@stcloudstate.edu or call at 320-308-4887.

Center for Information Media
College of Education
Learning Resources & Technology Services

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Digital photography

Information literacy
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Video production
Instructional design

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- Educational Media (Track II)
- Instructional Design & Training (Track III)

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Earn an Instructional Technology Certificate

Earn a Design for E-Learning Certificate

For more information:

visit <http://www.stcloudstate.edu/cim>

call (320) 308-2062 for personal contact

stop by on campus -- Miller Center



SCSU

CIM POSTER

PLEASE

SHARE WITH A COLLEAGUE

or

TEAR OUT AND POST!

Graduate Profile

by George Limin Gu

It was a fruitful 2 years for me at CIM between 1997-1999. My 6-year success at Qwest can be attributed to my studies at CIM. Looking back, the Track III courses did not magically turn me into a Training & Development professional with strong orientation for achievement; rather, they were carefully selected and set a solid basis for my further studies after leaving school. Track III had a strong emphasis on both theory study and hands-on application. The internships were designed to reinforce your understanding of basic theories (e.g. ISD) and bring them to the next level. The memo-

ries of some classes and internship projects are still fresh to me. When I moved back to China at the beginning of the year, I brought the deliverables with me. Even though it has been 6 years since I graduated, those projects are still very precious evidence of my learning experiences; in addition, they are indeed still excellent works even after such a long time.

Now I am facing new career challenges in China with a renowned HR consulting firm from the US; but I am confident my success is just a matter of time. My years at CIM helped me build the competencies required for a suc-



cessful HRD professional. Over a dozen other Chinese graduates from CIM share the same view. My word of wisdom to current students is that every project is like a real battle—if you can win it while on campus, you can win it out in the real field again.

It's Not Handicap, It's Accessible

by Renee Rude

“The Americans with Disabilities Act of 1990” (updated in 1994) forced sweeping changes to allow those with physical disabilities, who were historically blocked from many areas, to now have equitable access. Although most changes are now in place, some folks still feel that those with a disability(s) are receiving “special” treatment. The person with a disability is not receiving special treatment. Were accessible parking spots not marked as such, were the sidewalk curbs not sloped, were the entrance to the church not accessible, many persons with disabilities would revert back to the years of many stairs leading to a church, thereby limiting access to people with a disability. Now that I am nearly fifty years old, I still have sad memories of my father carrying my

mother up the flight of stairs to get to the entrance of the local church, only to then come back down to the vehicle for her wheelchair. Of course, there was no area of the church proper where my mother, using the chair, was anything other than an oddity. As a child, I felt labeled and “on display,” as no doubt did my mother.

It is my hope that by exposing students to the experiences of those with disabilities I am contributing to a more accessible and equitable future for all.

Renee's Rules:

- People may have impairments and/or disabilities. People are disabled, not vehicles. Parking is either accessible or not, just like buildings.
- Accessible housing is a wonderful research topic—your genera-

tion could build it and make it the norm, rather than the oddity.

- Each person, each disability is unique.
- Even the same person, on a different day, may respond differently to the same situation.
- Every living thing is asking for respect.
- Few to none want special favors, only equality of access and services.
- Many impairments are invisible.
- One by one, we can each demonstrate equity and justice.

For the full article, see "It's Not Handicap, It's Accessible: Towards Access and Respect for All" in March-April, 2004 issue of *Versed* by ALA. (<http://www.ala.org/ala/diversity/versed/versed2004/march2004abc/accessforall.htm>)

Summertime and the Living is Easy (in the Residence Hall, Anyway)

by Chris Inkster

An interview with Jackie Smith, an IM graduate student. Interviewed by Chris Inkster, IM graduate advisor.

Chris: Jackie, I know you lived in one of the SCSU campus residence halls last summer while you were taking summer school courses in Information Media. What was your main reason for deciding to live on campus rather than commuting daily?

Jackie: *After looking at the cost of commuting daily, an hour and a half one way, and the cost of housing, I decided on staying on campus.*

C: What other reasons did you have for deciding to live on campus?

J: *Less stressful and more time to commit to my classes.*

C: In what ways was being on campus for longer hours helpful for you as a student, researcher, and scholar?

J: *When I registered for summer session I took four classes first session and three classes second. Several of us were taken by surprise as to how heavy the workload was during summer session. I found it extremely helpful that I was on campus. I can't imagine trying to do that work along with commuting time. Having access to fast Internet service and the Miller Center resources was invaluable also.*

C: How do you think that the cost of living in the residence hall compares to the cost of commut-

ing, parking, grabbing food at a drive-through and eating in the car, etc.?

J: *Parking was free down by the dorms and the price of coffee shop food and the salad bar were less than I would have spent at a drive through. I did not have a refrigerator and that is something I would do differently. I only cooked oatmeal and other canned type meals in the dorm.*

C: How do you think living on campus made a difference in how you were able to use your time? Did you get more sleep than you would have gotten if you had been commuting?

J: *I loved being able to walk to class in the morning. The St. Cloud campus is very relaxing. More sleep? Well, I still had that heavy workload, but being on campus allowed me to put in a late night and not have to face a long drive afterwards or before class in the morning. I understand from other IM grad students that commuting with another person was not too bad. They took turns sleeping in the car on the drive to St. Cloud.*

C: What was it like to live in the residence hall?

J: *I didn't mind living in the residence hall. We had a very quiet floor with several of us in the same program. That was a good thing. We could share some ideas and talk about classes. I did not have a roommate and would not want one. The rooms are very small and for non-tradi-*

tional students, used to their own space, sharing a room would have made the experience not one to be repeated. Sharing the bathroom was no big deal, because I hardly ever saw anyone in there. The bed was fine. I brought an extra thick pad for mine. The rooms are hot and stuffy and a fan is a necessity. My room was by the elevator and I did get lots of noise from that, but I adjusted to it. I did not bring my computer at first. I found that I wanted to have one in my room and brought one along with a printer. I would recommend that to others. I did not have a TV and did not miss this at all. I did have a room phone which was used very little as I had my cell phone with me. I used the laundry facilities a couple of times. A couple of suggestions would be to place people from the same program on the same floor. I did not like being on the ground floor. As I said the room is hot and leaving my window open all night, facing the busy street, made me uneasy.

C: How did you feel about being a non-traditional age college student in a residence hall? How did other students treat you?

J: *There were many non-traditional students staying in the residence hall. I liked the variety of ages and experiences.*

C: Would you recommend living on campus to other graduate students?

J: *I would recommend living on campus for anyone who lives over 45-50 minutes away. If you*

are intent on finishing and have lots of work to complete, it is essential. There is also the benefit of less distraction. No matter how disciplined you are, if you go home to family and friends you will feel a need to make supper, do chores, and visit during the week. I enjoyed the freedom to concentrate on my studies. I know I appreciated my weekends more too.

C: Many of the IM graduate students have homes, gardens, and yards to maintain ... children's activities to attend ... family gatherings ... etc. What advice can you give for managing the "home front" while you are in school?

J: *Email, cell phones, and visits from your family help you feel connected. I didn't plant annuals and my family and friends were supportive. It is a good time for family to find out how "mom" doesn't have to be the only one who feeds the cats, takes out the garbage, does the dishes or pays the bills, and this is a good thing. Everyone has an opportunity to find out how capable they are and how much they value the student for who they are and not just what they do around the house.*

C: Do you plan to live on campus again?

J: *I would consider it. I have three evening classes this spring. I have not figured out the logistics yet.*

C: Are there any other comments you'd like to make about this experience?

J: *My one other thought concerns the Miller Center hours. Summer session is intense. We are expected to complete a large amount of work in a short period of time. Having the library closed early on Friday and not open at all on Saturday was a disservice to all of the students. The staff there were great of course! An IM undergraduate also lived in the same residence hall. Whenever we had questions about pretty much anything to do with the campus, she was an excellent source of information. So I guess my one other suggestion would be to make sure that one of the campus "guides" be around to help with questions. The Resident Assistant was fine and I did ask her for some information.*

C: I know of several other living arrangements IM students had for summer sessions. Several grad students liked being house- and pet-sitters for SCSU faculty who were out of town. Another stu-

dent who lived up north stayed with a relative in Kimball, so she had a shorter commute to campus and just went home on weekends. Summer before last, an out of state grad student came to St. Cloud with her toddler daughter. They stayed at a motel that offered reasonable weekly rates, and the daughter was in a local daycare while her mom went to classes. She said the motel people sort of adopted them as a family and took good care of them.

C: Well, I guess all of these people didn't feel like they were living in their cars! Thanks for sharing your experience with the IM audience, Jackie. Maybe your experience and recommendations will help others make a decision about summer arrangements.

For more information:

Residential Life <http://condor.stcloudstate.edu/~reslife/> or (320) 308-4698

ResNet (computer networking in the residence halls <http://huskynet.stcloudstate.edu/resnet/>)

Opportunities for house sitting, rooms, or apartments, if available, will most likely be announced on CIMGRAD_L.

Congratulations to the following graduates:

Fall Semester 2004

Graduates:

Carla J. Buesseler
Sheree Cochran
Corey Donat
Isnen Fajar
Terri Kerwin
Kathryn Kockler
Jason Kopp
Vickie Sorn

Undergraduates (include majors, minors, and certificates):

Matthew Anderson
Rebecca Boettcher
Meghan Ege
Jennifer Ehrens
Karen Fowler
Jacqueline (Johannes) Hansen
Brian Haugen
Erin L. Jenson
Ka Man Lau
Erin Mesenbring
Matt Morseth
Matthew Wenzel

Faculty Update

Fall 2004 newsletter was extremely full, and we had to leave out one of the Faculty Update articles. Karen Thoms agreed that her Update could wait until the Spring 2005 issue. So, here's what Karen has been up to.

Karen Thoms, having completed a 4-year faculty reassignment as director of the Faculty Center for Teaching Excellence at SCSU, has returned to LR&TS. She is working with the IMS workgroup, which provides faculty technology training on campus. She says she has never seen so many different software programs, and to think she gets to learn how to use many of them. Karen attended the following workshops during the past few months: "More Than One Type of Good Teaching" (led by Dan Pratt, former LR&TS faculty member); "Teaching with Case Studies," "Keeping Online Learning Active," "Writing to Learn in All Fields," "Teaching as Story: American Indian Education," and "Making our Students More Successful." She also attended "Teaching That Makes a

Difference: Motivating Students to Be Independent and Goal Oriented" in Duluth.

Thoms attended the ISETL (International Society for Exploring Teaching and Learning) conference and presented "Teaching to the Different Generations of Students: Baby Boomers, GenXers, NetGens, and Millennials" and POD (Professional and Organizational Development in Higher Education) where she lead a book talk on "Creating Significant Learning Experiences" by L. Dee Fink. Karen also attended the RSP (Realizing Student Potential) conference, sponsored by MnSCU (Minnesota State Colleges and Universities), where she presented "Classroom Management: Does Your Classroom Meet the FEET Approach?" and "Generational Issues in Classes: the Differences and What They Mean" (the second presentation being a back-by-popular-demand presentation which she also gave at last year's conference). She attended and presented "Kicking and

Screaming: Overcoming Faculty Resistance to Teaching Online Courses" at the Tenth Annual Mid-South Instructional Technology Conference at Middle Tennessee State University April 3-5, 2005.

On the state level, Karen continues to serve as the faculty chairperson of the MnSCU Center for Teaching and Learning Steering Committee, a member of the planning committee for the Realizing Student Potential conference, a member of the eFolio Minnesota advisory committee, and a member of the Board of Teaching's ad hoc committee on keyboarding. She is also chairing the eFolio Minnesota Summit, which will be held in Brooklyn Park on November 3, 2005.

"While I was in Baltimore for the ISETL conference, I hopped an Amtrak train and ventured down to Washington, DC, to tour the Smithsonian's brand new National Museum of the American Indian. It was absolutely awesome!"

New GA

Cass Jensen is a first-year GA working for the Center for Information Media. She is originally from Central Minnesota, and she earned a degree in Community Psychology from St. Cloud State in 2002. Cass is working on her Master's degree in Instructional Design and Training—Track III. Prior to starting back at St. Cloud State, Cass worked at the Denver Health Medical Center in the

Outpatient Behavioral Health Unit in Denver, CO. She intends to make healthcare the focus of her entire degree program. Cass also enjoys speaking Spanish, and she may incorporate the language into her degree program. She believes that providing quality instructional design and training in other languages may be a growing need in the United States. Upon graduation, Cass would like to find a



training and development position in a large hospital.

Maintaining Accessibility in K-12

by Gary Ganje

The St. Cloud Public School District 742 entered a partnership with United Cerebral Palsy of Central Minnesota (UCP) and St. Cloud State University (SCSU) 3 years ago. The essence of this partnership was to provide resources, training, and expertise in the area of assistive technology. Assistive technology is any service or device that assists individuals in performing tasks that they would otherwise be unable to complete. Those involved in the partnership applied for a federal grant sponsored by the Minnesota Department of Education. This grant application resulted in approximately \$240,000 in funding.

The partnership of District 742, UCP, and SCSU developed a lab and resource center to promote the use of assistive technology in meeting the educational and everyday needs of individuals in the community. This project has been entitled *Touching Lives Through Technology*. There were multiple goals for this grant that can be summarized into three main areas. First, a lab was established with hardware, software, and other resources for the community to examine and preview prior to purchasing these products. Second, ongoing training is provided by the three partners in the area of

assistive technology. Finally, these resources and training were brought to the point of instruction for all three partners involved with this initiative.

A lab was established at Apollo High School for housing a variety of assistive technology devices. These devices vary from toys that have adaptive switches to complicated communications tools. This lab is open to staff, community members, and SCSU students to preview and try out these devices. These resources have been made available so that individuals needing the assistive devices can receive first-hand knowledge as to the usefulness of the device. Barbara Commers and Laurel Schoborg, who are members of the district special education staff, facilitate the lab and program.

Each partner takes the responsibility for providing a few training sessions during the year. These trainings vary from software demonstrations, to dealing with hardware issues, to instructional strategies that will enhance classroom instruction. Training has been open to district staff, community members, and SCSU students.

As a part of the grant, each District 742 school, SCSU special education department and UCP

were provided laptops loaded with a variety of assistive technology software applications. Staff from each of these entities were provided training on the use of this software. These staff were also provided with time to work with building staff to train these staff members on the use of this software. The main purpose was to inform staff of the products available for use with students and clients. Having this software within the building has made it possible for these students and clients to test applications prior to purchase.

Feedback on the usefulness of the AT lab and grant has been very positive. Further information is available at <http://isd742.org/TLT/> or you can contact any of the following people: Gary Ganje (gary.ganje@isd742.org), Barbara Commers (barbara.commers@isd742.org), Laurel Schoborg (laurel.schoborg@isd742.org), Dr. David Rogers (dcrogers@stcloudstate.edu), Richard Williams (tech@ucpcentral.org).

Gary Ganje is the Supervisor of Instructional Technology and Media for District 742 Schools. He is a graduate of Track II and also serves as an adjunct faculty member.

Register Now for Classes

Registration is now open for Summer 2005 and Fall 2005. Register now so that you can be included in the class. Also note, if class size is insufficient by a designated date, a class may be canceled due to low enrollment. Avoid disappointments in class offerings. Register now so your intent is known.

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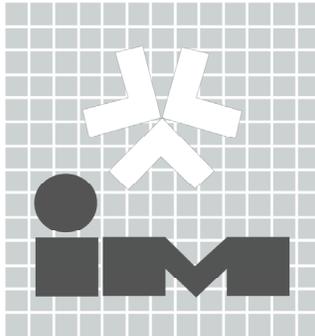
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The Center for Information Media and Learning Resources and Technology Services welcome news of former students. Please remember to keep us updated and that includes a simple change-of-address notification.

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