

# Teaching at UGA

Volume 22, Issue 1

Summer 2006

## Special Issue: Teaching with Technology at UGA

In this special issue of Teaching at UGA (TUGA), you will find articles about various technologies supported here at UGA and how to use them in your teaching.

Past issues of TUGA have focused on the use of WebCT. We have come a long way since that first version of WebCT and we now have over 7,000 courses on our server!

While WebCT is a major component of many UGA courses, myriad other instructional technologies are available.

Horizon Wimba Live Classroom, a virtual classroom and meeting space, allows faculty and students to meet online for lectures, discussions, and even small group work; podcasting and streaming are methods for sharing multimedia with students; and <emma><sup>TM</sup> is the University's online composition tool.



Other articles include information about Element K, classroom response systems, computer security, and creating class listservs. You can also read about technology in the SLC. Enjoy!

- Sherry Clouser, CTL

### Inside:

SLC & Teaching	2
Classroom Technology in the SLC	3
Element K	4
Podcasting	5
Classroom Response Systems	8
<emma> <sup>TM</sup>	9
Streaming Media	10
Information Security	12
Live Classroom	12

## WebCT Enhances Web-Based Instruction

In support of the University's ongoing mission of *Building the New Learning Environment*, The Center for Teaching & Learning (CTL) and Enterprise Information Technology Services (EITS) provide WebCT to facilitate online teaching and learning.

WebCT offers powerful built-in functionality to create Web-based learning environments. WebCT can be used to create

entire online courses or to supplement traditional classroom courses with a wide variety of tools and features. Examples include: password protected access, course-specific electronic mail, online chat, discussions, student grade access, and quizzes.

Peggy Brickman, Assistant Professor in the Biological Sciences Division, enjoys

(Continued on page 6)

## SLC & Teaching: Beyond the Blackboard

*"The SLC has a full-time staff of librarians available during the week and on weekends..."*



Carla Buss

Teaching and libraries have both changed in the past decades. Instructors have a variety of online tools to use in order to enhance their teaching. From WebCT to podcasting, things are changing at an amazing rate. The library has changed along with this. While the "bricks and mortar" library will always be with us, libraries are heading to increased availability of electronic resources, bringing those resources to the patron instead of waiting for the patron to come to the library.

Nowhere is this change more apparent than in the Student Learning Center. First opened in 2003, the SLC boasts 500 workstations, 26 classrooms and an electronic teaching library. The concept behind this building design is that students can get an assignment in class at the SLC, come to the Reference Desk on the third floor, get help with their research and then write their papers, all in the same space. While most of the books are not visible, the Libraries offer 30,000 books, full-text, online and access to over 50,000 full-text journals. All of these materials are available through the Libraries' homepage at [www.libs.uga.edu](http://www.libs.uga.edu). With all of these electronic resources, undergraduates can frequently research a topic and type a research paper without having to leave their workstations.

There is one drawback to all this. Since the materials are essentially invisible, how can instructors and librarians work together to make students aware of the wealth of information available at their fingertips? One way is to assign papers

which require the use of resources. Students need to be made aware of the research process, and the best way to do this is to have them actively participate in it. Assigning short papers requiring a few outside resources is an excellent way to introduce the research process. Librarians are available and willing to work with instructors to design effective and productive library assignments. The SLC has a full-time staff of librarians available during the week and on weekends to answer any questions that students might have, whether it is how to print their DARS report or finding primary source materials on the death of Susan B. Anthony.

Also, once an instructor has created a research assignment, librarians can provide instruction on the research process with a session tailored to the instructor's particular class. Instructors are not always aware of this service, but in a typical year, instruction librarians in all three libraries see about one-third of the total student body in library instruction sessions. Each library has at least one room with workstations for students to receive hands-on instruction, and the SLC has three such rooms. By having a librarian come to class to discuss an assignment, students are often less apprehensive about an assignment, and by learning the most efficient method to search for library materials, they are more likely to be willing to repeat the process. Librarians are also available to meet one-on-one with students for individual conferences.

*(Continued on page 3)*

*(Continued from page 2)*

In addition to in-person assistance, librarians can also virtually assist with teaching and research. One way is when students or instructors contact the libraries via "Chat Reference." This online service provides reference services in an "instant messaging" context. The link for Chat Reference is on the Libraries' homepage under "Contact Us."

Also, Web pages and Microsoft PowerPoint presentations that librarians prepare for class instruction can be linked from WebCT pages. These materials are designed for specific class assignments and generally give guidelines and direc-

tions for accessing materials. When these "handouts" are incorporated into WebCT, students have the lessons reinforced on an as-needed basis.

To learn more about collaborating with librarians in teaching and research, visit the Libraries' homepage at [www.libs.uga.edu](http://www.libs.uga.edu) and click on the link "Library Services/For Faculty" or "Library Services/For Graduate Students" and look for "Teaching Your Students." Either way, librarians are here to help with instruction. With more than one hundred years of combined experience, your UGA librarians are excellent resources!

*- Carla Buss, University Libraries*

## Classroom Technology in the SLC

If you have taught in the Student Learning Center, you know there is a standard technology setup in every classroom. A data-video projector shows the images from the computer, DVD, VCR or document camera on a large screen.

To make this technology easy to use, a touch panel allows you to turn on the projector, adjust the lights, and lower the screen with the touch of one button. Of course, you can also control all of the technology independently, such as choosing the computer input or changing volume or lights with the touch of the screen.

If you are using this standard technology in another classroom on campus, you may feel comfortable just walking in and using the technology. If you have not used this technology previously or you want to learn more than the basics

of the SLC classroom technology, we have workshops planned prior to the beginning of every semester. We also offer personal sessions when you can learn about the technology and try it out in the classroom where you will be teaching. Contact our SLC Support Specialists at 542-3456 to find out about workshops or to schedule a session.

The SLC technology is safely stored in a locked cabinet so you must check out a key for access. The cabinet key also gives you entrance to the faculty preparation rooms located on the first, second and third floors. Contact Emily at 542-3456 for more information. These "prep" rooms also have computers, lockers and soft seating on which you can collapse.

*- Tom Beggs, CTL*

*"We also offer personal sessions when you can learn about the technology."*



The SLC

## Element K: Learn Computer Skills Online

“Next Thursday,” says the history professor, “I want you to write a 10-page paper on Oliver Cromwell and the Interregnum. Please be sure to use Microsoft Word to write your paper.”

The groans from the students who have all just learned of the assignment are interrupted by the voice of a student with a different complaint.

“But I don’t really know how to use this ‘word’ thing you mentioned. I mean ... I sorta do ... but I’ve never written a long paper using it.”

Another student makes the same comment, followed by a few more.

This is a scenario most familiar to many a professor and instructor. In this electronic age, we make certain assumptions about the technical savvy of our students. And while it is safe to assume that many students are familiar with the basic operation of a personal computer and the most popular applications used on a computer, this is not always the case.

Often in the past we resorted to self-help books, computer manuals, or perhaps hands-on training to enhance the technology skills of our students. While these tools are still effective, they have their limitations. Books and manuals are not interactive and often not very engaging; hands-on training is not available on demand. In fact, it is these limi-

tations that are very effectively addressed by the e-learning tool called Element K.

Element K is available to all students, faculty, and staff via MyUGA, UGA’s portal to online services and information.

After logging onto MyUGA on the Web at [my.uga.edu](http://my.uga.edu), select the “element k” button located at the top of the MyUGA “Welcome” page to access hundreds of lessons.

Topics available from Element K include office productivity (e.g., Microsoft Word, Excel, PowerPoint, etc.), Web development, communications skills, business skills, and much more.

There are over 100 topics from which to choose, and the online tutorials are self-paced, repeatable, and available on demand at the learner’s convenience.

There is plenty of hands-on interactive training with easy navigation tools that simulate the actual application.

If you wish to learn more about Element K before using it as a tool to supplement classroom instruction, please visit the informational Web site for Element K, [innergeek.uga.edu](http://innergeek.uga.edu). This site offers a three-part video tutorial, computer requirements for using Element K, and related information.

- Bert DeSimone, EITS

***“Element K is available to all students, faculty, and staff via MyUGA.”***



Bert DeSimone

---

*Go to MyUGA to access Element K topics: [my.uga.edu](http://my.uga.edu)*

*See [innergeek.uga.edu](http://innergeek.uga.edu) for more information*

---

## Podcasting: Teach Beyond the Classroom

From relative obscurity known only to a handful of computer geeks in 2004 (in the interest of full disclosure, I made my first podcast in November of 2004) to THE buzzword of 2005, podcasting has emerged as a tool with a wide variety of uses in education.

Podcasting is the distribution of audio or video files over the Internet using some sort of RSS feed (Real Simple Syndication). RSS is a fancy way of saying that it is possible to subscribe to a particular podcast and have it automatically download any new podcasts that come out.

There are three types of podcasts: audio, video, and enhanced. The most common and basic type of podcast is just an audio file (MP3). There is also a video podcast, where a video file is used instead of an audio file. There is a third kind, known as an "enhanced podcast" where slides can be added to an audio file. These slides can be PowerPoint slides or photos. The slides can then be synchronized with the audio to change at different parts of the audio, to reflect what is being talked about at that point. All podcasts can have chapter markers added to them so that the user can jump from place to place with ease.

Podcasting has been associated with Apple Computer and iPods. The name podcast comes from iPod and Broadcast, meaning a broadcast that can be played on the iPod. However, podcasting requires neither an Apple computer nor an iPod. A podcast can be downloaded to any computer that has

an RSS feeder to subscribe to the podcast. However, Apple's iTunes offers built-in podcasting support and makes subscribing very simple. Apple's iTunes is a free download from Apple and comes in both a Mac and PC version. Podcasts do not even require an MP3 player, although iTunes offers automatic synching with the iPod. It is possible to synch podcasts with any type of MP3 player or even phones.

It does not require a lot of fancy equipment to make a podcast. All you need is a microphone, and it doesn't even need to be one of the fancy, expensive kinds. Once you have recorded your podcast, you just need some type of RSS software to allow subscriptions. There are a number of programs out there that will help with this. Apple's Garage Band 2 has built in podcasting features. It makes creating audio, video, and enhanced podcasts very simple.

The big difference between a podcast and streaming media is that the streaming media resides on the server and is not downloaded to the user's machine, while a podcast is actually downloaded to the user's machine. The advantage for the users of a podcast is that they can collect these podcasts and listen to them offline, either on a computer or a portable device. For materials that are not copyright protected or materials that faculty members don't mind the students keeping, a podcast would work well. For copyrighted materials or materials that faculty members may not

*"It does not require a lot of fancy equipment to make a podcast. All you need is a microphone."*



Robert Ethier

*(Continued on page 11)*

*"I heartily recommend the WebCT workshops as a useful and valuable investment for an educator's time"*

*-David Ruggless, Adult Education*



George Matthews

*(Continued from page 1)*

using WebCT for several reasons. According to Dr. Brickman, "The most useful part of WebCT for us has been the ability to manage our students, and post grades with total anonymity. Our TAs can access student grades from any computer, and it has made posting grades incredibly easy and convenient. I also use WebCT to post lecture notes, animations, study guides, practice tests, quizzes, and much more. The most positive aspect of using the system is the special help and assistance I have always received both from WebCT help as well as help from CTL and EITS."

Janet Sylvia, Digital Media Professional Specialist in the College of Agricultural and Environmental Sciences, likes the flexibility of WebCT. According to Janet, "WebCT is a flexible teaching tool, allowing us to use it for academic classes, certification courses and staff training programs. It's easy to learn, and if we have a question, the EITS/CTL support team is there with the answer. A quality product with quality service."

### **Learning to Use WebCT**

A wealth of resources is available to enhance the WebCT course development experience. These include consultation, training, and online assistance.

**Consultation** — CTL and EITS provide free WebCT consultation in a wide range of areas. The consultation can take place in person, via telephone or email. To schedule an appointment with a WebCT consultant, you can call CTL—542-1355 or EITS—542-3106.

**Training** — CTL and EITS provide a series of free, hands-on workshops for course developers to familiarize themselves with WebCT. "I found the workshops to be extremely helpful" says David Ruggless, a Ph.D. Student and Graduate Assistant in Adult Education. According to Ruggless, "The content was relevant and also comprehensive over the topic area. The best part was Beth Hamilton, who has an engaging personality and teaching style to accompany her expertise. I heartily recommend the WebCT workshops as a useful and valuable investment for an educator's time." A schedule of the workshops as well as additional information can be found online at [webct.uga.edu](http://webct.uga.edu).

**Online Assistance** — Some local resources exist to provide course developers with Online Assistance, including the [webct.uga.edu](http://webct.uga.edu) informational area and the WebCT Online Help facility.

The [webct.uga.edu](http://webct.uga.edu) informational area includes quick reference links to help you get started with designing and managing your WebCT course. Some of the links on the "Faculty Help" page include both text information and demo movies, denoted by the movie camera symbol, that provide you with a narrated step-by-step description of how to perform various tasks in WebCT.

The WebCT Help facility is available to course developers from inside your WebCT course or from the myWebCT area. From any part of your course, just click on "Help" in the top menu bar.

*(Continued on page 7)*

*(Continued from page 6)*

### **Complementary Tools**

A number of complementary tools are available to enhance your WebCT course development experience. These tools include Respondus, Course Genie and the Online Grade Roll System.

*Respondus* — The process of creating quizzes, surveys and self-test documents within WebCT has been greatly facilitated by UGA's site license for Respondus. Respondus is a Windows application that provides a user-friendly interface that simplifies the process of creating quizzes, surveys, and self-tests. For more information, login to [webct.uga.edu](http://webct.uga.edu) and select the UGA WebCT Faculty Resources Page under "Institutional Bookmarks" on the right side of your myWebCT screen. Then scroll down to bottom of the page.

*Course Genie* — The process of quickly and easily converting your Microsoft Word content into a format suitable for use with WebCT has been enhanced by UGA's evaluation of Course Genie. Course Genie is a Windows-based course authoring tool that allows you to work entirely within Microsoft Word using special styles, dialog boxes and

tool palettes that Course Genie adds to the normal Word environment. The supported versions of word include: Word 2000, Word XP and Word 2003. To assist us in evaluating Course Genie, you can call 542-1355 or 542-3106 and ask to speak to a WebCT consultant.

*Online Grade Roll System* — The process of submitting your final grades to the Registrar's office has been enhanced by the Registrar's Online Grade Roll System. This system allows you to submit your grades to the Registrar's Office electronically. Although this system is not currently integrated into WebCT, a step-by-step guide is available to assist you in preparing your WebCT grade-book data for submission to the Online Grade Roll System. For more information, go to [www.reg.uga.edu](http://www.reg.uga.edu) and select Faculty/Staff services, then select On-Line Grade Roll Information and Links.

In summary, WebCT provides an ideal environment for faculty to enhance and facilitate learning. As the use of WebCT on campus continues to grow, CTL and EITS are committed to providing excellent support and hardware resources to assure the best possible performance.

- George Matthews, EITS

*"WebCT provides an ideal environment for faculty to enhance and facilitate learning."*

---

## **Listserv: Class Communication Tool**

Need to interact with your entire class via e-mail? Want to get some class discussion going? A class mailing list via Listserv may be the answer.

Visit the UGA Listserv Web page at [listserv.uga.edu](http://listserv.uga.edu) for details and get some discussions started!

- Beth Hamilton, EITS



## Teaching with Classroom Response Systems

Do you know about “clickers?” This seems to be the commonly adopted, descriptive term for the many personal response systems now being sold by book publishers and technology companies. The hot-topic technology has found an important place at UGA and many faculty have adopted “clickers” from eInstruction, InterWrite Personal Response System, Turning Point, Quizdom, and, recently, iClickers.

*“They answer by pressing the appropriate button and you have immediate feedback”*

This old technology seen on TV shows is growing in its use around campus thanks to new credit card size versions of the response remotes and easy-to-use software.

How does it work in its simplest form? You ask the students a question—yes or no, true or false, or multiple choice. They answer by pressing an appropriate button, and then you have immediate feedback from 300 students that 67% got it and 23% were clueless.

On campus, Chemistry, Physics, Pharmacy, Biological Sciences and Cellular Biology are among the departments that have adopted the response technology to expand interaction with students in larger classroom settings.

When asked about their use in her classes, Peggy Brickman of Biological Sciences said that she will ask questions “as an indicator for the instructor of how the class comprehends the material, and to lead discussion.” She and Norris Armstrong are also using surveys in their classes to learn how the students like the response systems.



Tom Beggs

DeLoris Wenzel of Cellular Biology uses them for test-taking as well as pop quizzes. Using eInstruction, she noted “the students take a regular paper test, as always, but record their answers using the remote units. The tests are automatically graded and uploaded to eInstruction's central site, and students can view their tests, complete with correct answers and their scores, immediately after they complete the test. Of course, this is limited to multiple-choice tests.”

She also uses these units to deliver and grade pop quizzes. “I will usually ask a question after a set of material, just to make sure that the students understand a main point. There will usually be about 10 questions per hour, with one presented about every 6 minutes. The units that I currently use can handle 350 or more students responding. Once the day's questions are completed, they are uploaded and the students can use this as a study guide.”

Chemistry has adopted Turning Point as its “clicker” of choice, says Joel Caughran. There was extensive review of several products before Chemistry chose Turning Point. Joel has formed a listserv for sharing ideas concerning this technology. Those interested can join by going to [www.listserv.uga.edu](http://www.listserv.uga.edu) and subscribing to UGA-Clickers.

Are “clickers” right for you? Class size, teaching style, and content all play a role in the use of the technology. These faculty members are willing to answer questions you may have about “clickers.”

- Tom Beggs, CTL

## <emma><sup>TM</sup>

<emma><sup>TM</sup>--the University of Georgia's "electronic markup and management application" offers an open-source, Web-based client-server suite, whereby students author, revise, and submit marked-up compositions, and instructors and peers respond to, comment on, and evaluate those submissions.

<emma><sup>TM</sup> enables the collection, modification, distribution, and archiving of those drafts and final compositions; it controls various access to them; and it allows their availability for corpora-based research and assessment.

Begun in 2001, <emma><sup>TM</sup> intends to provide the University with a magic, multi-dimensional filing-cabinet, the more useful the more it is used. The distributed environment facilitates peer review and multiple drafts, and encourages a variety of markup strategies for detailed investigations of structure, argument, and style; it enables the creation of portfolios for a course or across a program of study--as, beginning last year, for the more than 3,600 students in First-year Composition. It supports various forms of multi-media publication, a class 'zine,' for instance, and it offers the prospect of basing assessment on and evaluating student composition at a level of appropriately anonymized detail not practical before. <emma><sup>TM</sup> is about authoring, collaboration, feedback, transparency, archiving, and the crucial role of data in improving the process of learning.

Users engage composition with <emma><sup>TM</sup> through "OpenOffice2.0

Writer," the freely-downloadable, cross-platform WYSIWYG-like editor comparable to well-known word-processors like "MS Word." Its native, background encoding of textual markup makes OpenOffice Writer ideal for <emma><sup>TM</sup>, which (like all forms of online composition) requires such markup for its utility and effectiveness. For users who prefer not to deal with the twofold focus overt tagging requires, the encoding of markup in OpenOffice Writer can take place in the background--even as it remains accessible to fulfill instructor-designed assignments through customizable menus. Texts from other word processors can of course be imported, and compositions can include graphics, formulae, DNA-strings, sound files, or other digital representations.

Once uploaded to a class site on the <emma><sup>TM</sup> servers, the document can be made available in a variety of ways (to the class instructor only, to class peers, to selected viewers, or to all) and formats (Web page, single or double-spaced .pdf). OpenOffice Writer's "record changes" feature can be displayed online. Drafts are preserved and can be compared online side-by-side. Given the encoding that is an aspect of <emma><sup>TM</sup>, it is possible, with appropriate access permission, to treat a selection of assignments as a database and search against any marked-up feature: all or particular bibliographic items, for example, or instances of effective argument as identified by a commentator, or all comments of a particular commenta-

*(Continued on page 11)*

*"<emma><sup>TM</sup> intends to provide the University with a magic, multi-dimensional filing cabinet, the more useful the more it is used."*



Nelson Hilton

## Streaming Media @ UGA

Many forms of multimedia can add value to your course. One of these forms is called streaming media. Streaming media is simply audio or video that is delivered to it's audience over the internet in a broadcast scenario.

While you can place audio or video files on a Web server or in WebCT, these files can be downloaded to your students' computer allowing them to obtain a local copy. The students then playback the file from their local computer. In some cases, this could be a direct violation of copyright law.

Streaming is more secure than simply providing the media files for download. Streaming requires a special server to push the content to it's audience. A student who connects to a stream never maintains a copy of the media on their local computer. Also, a student who is downloading a file has to wait until the entire file has downloaded before they can watch it. Depending on the size of the file and speed of their connection, this could take a while. Streaming allows a student to begin playback immediately.

There are two different types of streaming: on-demand and live streaming. On-demand streaming allows you to place an audio/video clip on the streaming server and students can watch them whenever they want. Live streaming (or Webcasting) lets you broadcast an event in real time. (Depending on Internet congestion, there may be a delay of a

several seconds.)

So what can streaming media do for you? You can provide access to audio or video to your entire class. You can stream events from remote sites live. Streaming media allows you to take your class to places where they can not go. For example, if you want to highlight a particular middle school teacher's lesson or way of interacting with her students, you could give your students access to that environment without having to take the entire class into the middle school. Other examples of using streaming media include syncing audio lectures to PowerPoint slides, adding a human touch to distance and online classes, and broadcasting full or mini-lectures from outside of the classroom .

Streaming media can integrate with your existing course material (including WebCT) and add to your students' experience. Streaming media gives the learner control of when and where to watch or listen to the material.

UGA's streaming service offers faculty, staff, and department accounts. Faculty can also request an account for a course in which students need to be able to place content on the streaming server for projects. UGA's streaming service offers Real Media, QuickTime, and Windows Media solutions for on-demand streaming. Real Media and QuickTime options are available for live streaming.

- Sean Hessenthaler, EITS

***"Streaming media gives the learner control of when and where to watch or listen to the material."***



Sean Hessenthaler

---

*Visit [streaming.uga.edu](http://streaming.uga.edu) to request an account*

---

*(Continued from page 5)*

want the students to keep, the streaming media server would work better.

There are a number of uses for podcasts in education.

It is possible to pre-record lectures, including PowerPoint slides, and distribute the materials to students before class so that class time may be used to discuss the materials in more depth.

Music and movies can be distributed to the students to engage outside of class so that class time may be spent on discussions rather than having to watch a film or listen to a piece of music, allowing more material to be covered.

Students can create their own podcasts to share with other students.

Foreign language classes could podcast lessons for the students to listen to rather than having to go to a central lan-

guage lab. The students would have these materials with them all the time and could practice more than just during language lab hours.

It is possible to have "virtual tours" of museums, towns, or even other countries.

Podcasts can also be used to send out short promotional information on sports, upcoming events, a "student of the week" or any number of other uses.

Podcasting is still in its infancy, and this technology is just being explored. More uses will be found all the time.

As this article goes to print, EITS is working on a number of podcasting options for a centralized podcasting distribution server. Check the Streaming Media Web site ([streaming.uga.edu](http://streaming.uga.edu)) for more information on resources available at UGA.

- Robert Ethier, EITS

***"Podcasting is still in its infancy, and this technology is just being explored."***

*(Continued from page 9)*

tor, or grades, to list just a few possibilities.

<emma><sup>TM</sup> enhances pedagogy. Peer review is greatly facilitated on any scale, along with capability for evaluation of its quality. Commenting in general and the revising of drafts are encouraged by their ease. The emphasis on drafts and the possibility of "originality checking" against all earlier submissions inhibits plagiarism. The use of examples from actual compositions makes for effective class feedback. The ready accessibility of a student's work will renovate and

expand the role of Writing Centers in offering personalized, discipline-specific instruction--online as well as face-to-face. The preparation of portfolios for courses and majors encourages greater reflection on and incorporation of what has been learned. Finally, the increased accessibility of student work will greatly strengthen the nature and basis of assessment at every level.

For more information, please visit [www.emma.uga.edu](http://www.emma.uga.edu); to set up a class, please contact Dr. Ron Balthazor ([rlbaltha@uga.edu](mailto:rlbaltha@uga.edu)).

- Nelson Hilton, CTL



<emma><sup>TM</sup>

*Teaching at UGA* is published by the Center for Teaching & Learning (CTL). CTL is a unit within Academic Affairs devoted to the advancement of instruction at the University of Georgia. The unit reports directly to the Vice President for Instruction.

**Dr. Nelson Hilton** is the Director of CTL.  
**Dr. Sherry Clouser** served as the guest editor for this issue, with photography by **Dr. David Noah**. Contributors include staff from CTL and Enterprise Information Technology Services (EITS).

The Center for Teaching & Learning is committed to providing access to its programs for all. Please call CTL (706-542-1355) for information about architectural access or to arrange for a sign language interpreter, assistive listening device, large print, audio, or Braille.

For more information about programs and services provided by CTL, visit [www.ctl.uga.edu](http://www.ctl.uga.edu). Also, please visit our Web Log at [www.ctl.uga.edu/ctlblog](http://www.ctl.uga.edu/ctlblog).

## Meet Virtually with Live Classroom

Ever wish you could have a guest speaker in your class, but you just don't have the funds to bring that person to campus? Horizon Wimba Live Classroom may be a solution.

Live Classroom is a Web-based tool with two-way audio capabilities, text chat, and electronic whiteboard. Class lectures, discussions, and meetings can also include PowerPoint slides and other files to facilitate conversations.

Live Classroom is used by many faculty members to facilitate distance classes where both the instructor and students are in different locations. It can also be used with most participants in one location, such as a classroom on the Griffin campus, and others spread throughout the state. This software also allows guest speakers from around the world to talk to your students via the Web.

- Sherry Clouser, CTL

---

*Learn more about Live Classroom: [www.uga.edu/horizonlive](http://www.uga.edu/horizonlive)*

---

## Information Security at UGA

In today's world, computer security is more complex and more necessary than ever before. The most important element of security isn't the latest technology, it's the knowledge and education of users. For that reason, we've included some basics about security procedures that everyone should follow.

Viruses and Trojans are programs that get onto your computer by various means and take control of it away from you. You should always have an updated anti-virus program running on your computer and use it to conduct regular scans of your hard drive. Sometimes, just going to the wrong Web site can cause your computer to become infected by various types of malicious software (malware

for short), for this reason you need an active firewall and spyware protection. Fortunately, most antivirus programs available these days come with these two components built in.

The most important advice is still the simplest: never give out your passwords, account numbers, social security numbers or other personal information unless you're absolutely sure that you're dealing with someone who can be trusted. That includes Web sites, people on the phone and people working at the University. If you aren't sure about them, don't give out your information.

- David Romine, Office of Information Security



Center for Teaching & Learning  
Instructional Plaza North  
The University of Georgia  
Athens, GA 30602-3016

