



Spring 2010

## Tegrity Lecture Capture Now Available Campus Wide

### By Sandie Miller

Tegrity Lecture Capture 2.0, the version that places you in the classroom for your recordings was piloted last Fall, 2009 by 6 faculty members in their English, Psychology, Biology, and Nursing classes. Students and faculty were surveyed for their responses. Students used the captured lectures for an average of 1-5 times during the course of the semester. One biology class' lectures were viewed 217 times! Sixty per cent of the students who responded felt that Tegrity made study much more or somewhat more effective than normal. Of the students, 55% indicated that Tegrity would be good in other courses and 100% of the faculty who responded indicated that it would be good. Open-ended comments from the students included the following:

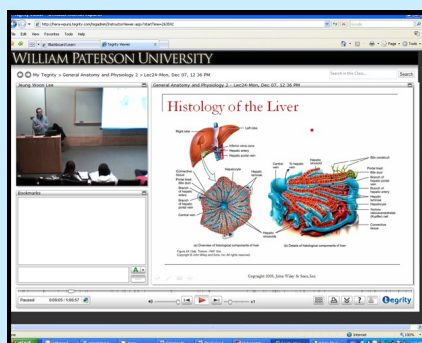
It helped me notice things that I may not have caught during the lecture. It helped more than ever before finals to capture the materials that I forgot.

I love it! I would use it to study for all of my tests.

I was able to review the lecture from the convenience of my home/any place with an internet connection.

It's important to note that Tegrity-captured lectures were used for review and/or missed classes. Students do *not* use the online lectures (posted *after* the class) as an excuse to miss the class. Research from our study and other universities using Tegrity clearly shows that students still prefer to come to class and use Tegrity to pick up what they missed in the lecture and for review. At Saint Mary's University (SMU) of Minnesota, 70% of STEM faculty used Tegrity and 44 classrooms were configured for class capture recording with Tegrity. Dr. Patrick Barlow, Director of College Assessment at SMU, quoted, "When comparing cumulative GPAs between students who use Tegrity and those who don't, the results are clear. Tegrity offers a significant academic advantage."

(Tegrity cont'd. on page 8)



Tegrity captured lecture

## Table of Contents

Tegrity Lecture Capture	1
Group Tech Center	2
"Elvis" has entered the library	3
Labstats	4
Library wireless gets a boost	4
GoPrint	5
WPUNJ expands streaming video Content	5
New Science Building Laptop Lounge and Multimedia-enabled Learning Spaces	6
Practice What You Preach	7
Recently Released and Upcoming Development Initiatives	7
Tegrity Lecture Capture (cont'd.)	8

Contact IRT  
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[www.wpunj.edu/irt](http://www.wpunj.edu/irt)



# New and Renovated Computer Facilities in the Cheng Library by Kurt Wagner

## Group Tech Center

A new computer facility project was begun over the semester break, when a reading area located behind the ERC was designed to become the "Group Tech Center." The goal of the new Center (scheduled for completion in February) will be to provide an area for student groups to collaborate around table-mounted monitors configured to work with individual laptops. Four new collaborative work areas have been created for this kind of small group work. A second aspect of the GTC will include relocating eight study carrels equipped with desktop computers for individual users.

## Electronic Resource Center

Students returning this semester to the Cheng Library will be pleased to discover that the rear Electronic Resource Center received a "makeover" during the semester break. The computer tables were repositioned to be less crowded, the walls were painted and most of the carpeting was replaced. We hope that these modest renovations make the work area more attractive and comfortable for our student users!

These projects were designed by Library and IRT staff members who recognize that students need a variety of work and study spaces, even when working with computers. The Learning Spaces Committee participated in an advisory capacity. Be sure to tell your students about the new Group Tech Center for their collaborative projects.

Happy computing in the Cheng Library!



Group Tech Lounge



Renovated ERC

David and Lorraine Cheng Library  
William Paterson University of New Jersey

# GROUP TECHNOLOGY CENTER

*This area is intended for the use of small groups (2-4 people) to work collaboratively*

1

Select a table with a shared monitor.  
Power monitor on.



2

Locate your laptop's VGA OUT connection (varies with model).



3

Plug in VGA cable and audio cable (into headphone jack).



4

Toggle using Function (Fn) - F2 (may vary by model) to open video.



**Video connection cables may require check-out from Media Services.  
If you have problems using this equipment, please see an STC or notify  
LIBHELP at [libhelp@wpunj.edu](mailto:libhelp@wpunj.edu)**

Group Tech Center at Cheng Library



## "ELVIS" Has Entered the Library by Kurt Wagner

One of the greatest challenges in any organization is effective communication. There is no such thing as perfect communication. We can only hope to continually evaluate how we get the word out and seek ways to better promote ourselves and get the message to its intended recipient. At the Library one of our biggest challenges is to get the attention of our users in order to deliver messages about our services and programs. In September we completed the installation of three flat-panel monitors (one in the center of the 1st floor and one each at the top of the front and rear stairs on the 2nd floor). These form the nucleus of LVIS (or ELVIS), the Library Video Information System.

Although the goal of this project was to create an effective video signage system, the work involved some very productive cross-departmental collaboration. Kurt Wagner, from the Library, provided project coordination, administration and content. Brian Gorski, from IRT, provided the equipment specifications, cable installation, and subsystem work. Mark Sacharoff, from Network and Hardware Services (NHS), provided network termination services. Special thanks to Brian, as well, for suggesting the PictureToEXE software that powers Elvis.

By January, 2010 the system had been piloted, tested and configured and began to broadcast images, 24/7. It is run from a PC workstation equipped with a VGA to Cat5 splitter that sends the video signal to the three monitors. Another converter at each monitor converts the signal back to VGA. In a separate operation, display graphics are created and then the PictureToEXE software is used to add transition effects, adjust timing, and then the presentation is saved as an executable file. This file is then run on the Elvis workstation without the need for any other software (such as Powerpoint).

Practically any message or announcement can be adapted to work on Elvis. The Library offers the system as a common means of communication for the Library, IS and IRT to help publicize any of their services or events. The Library is hopeful that Elvis will be an attention-getting method of increasing student awareness of campus IT information.

### Just LOG OFF!

The procedure that instructors should follow when exiting a classroom with a podium desktop is as follows:

#### Start -> Log Off.

That's it. If you choose Shut Down, you will be presented with more options to shut down, log off, standby, etc. Some instructors have been using CTRL-ALT-DEL and then Enter, which locks the station and forces the Help Desk or Media Services to intervene. Other users choose to shut down even when another class is about to begin. Some others may be touching the power button on the PC inside the podium, but that means that the next instructor has to wait for the boot-up. So, Just LOG OFF!



**Did you know...**

you can AVOID LATE FEES  
by RENEWING your library  
stuff ONLINE at:

[www.wpunj.edu/library](http://www.wpunj.edu/library)

by phone: 973-720-3803  
by email: [renewals@wpunj.edu](mailto:renewals@wpunj.edu)  
or IN PERSON!

Call us any time:  
**973-720-3180**

David and Lorraine Cheng Library  
William Paterson University of New Jersey

A clock face is shown on the left, and a stick figure is on the right.



**Spring 2010 Workshop Series**

**ARTISTOR**  
for Research & Teaching

Learn to find images to  
support your research or  
to illustrate lectures and  
presentations.

Thursday, February 4th  
12:30-1:30 PM  
Library Paterson Room

David and Lorraine Cheng Library  
William Paterson University of New Jersey

A portrait of a woman is shown on the right.



**Get Connected!**

Borrow a wireless laptop  
from Media Services, or  
bring your own!  
Access the Internet anywhere  
in the Library!

David and Lorraine Cheng Library  
William Paterson University of New Jersey

A floor plan of the library is shown on the left, with labels for Lib-Rm-219, Lib-Rm-222, and Lib-Center-#1.

## New Web-based Tools Enable Better Analysis

The implementation of several web-based systems management tools has enabled WPUNJ IT units unprecedented access to information about how computer labs, printing, and the wireless network are being used. This data will be studied to better understand and administer these facilities and services and to improve the experience of students, faculty and staff using them. Coincidentally to the installation of these tools in the Fall 2009 semester, the Cheng Library saw overall traffic and facility use skyrocket, as evidenced by the LabStats, GoPrint, and Cisco Wireless Control System (WCS) interfaces.



The Library was able to use the LabStats interface throughout the Fall 2009 semester to see the usage of the Library's ERC computers. From September 1, 2009 to December 31, 2009 there were 52,209 logins by 5,781 users. From October until the end of the semester we noted that the facility's 35 workstations were more-or-less continually in use. Wondering how long you're sitting in front of a workstation? The average login duration is a little over half an hour.

That is the case whether it was an ERC, Valley Road Lab, or one of the 122,575 logins made by 8042 users for that same time period for all the other labs monitored by LabStats. Of course, the 'average' represents the quick check for emails or Facebook as is often the case at the Valley Road ERC where the shortest logins are reported, to the almost two hour coursework being done during the longest logins at Atrium127.

LabStats will become increasingly useful by allowing staff and students to see computer availability throughout the Library and across the campus so that students can be directed to open workstations. By implementing LabMaps, a graphic presentation of a lab showing which workstations are in use and which are available, a map for each of the 15 labs and approximately 330 workstations reporting to LabStats will be available as a webpage accessible by students so they may determine where best to go for an available workstation.

Additionally, LabStats is being used to gather use data on all WPUNJ public use workstations, helping us to better understand the patterns of usage and demand and allowing more effective deployment of computers. To view current information, go to [http://arizona:8080/public/current\\_stats.jsp](http://arizona:8080/public/current_stats.jsp)

## Library Wireless Gets a Boost

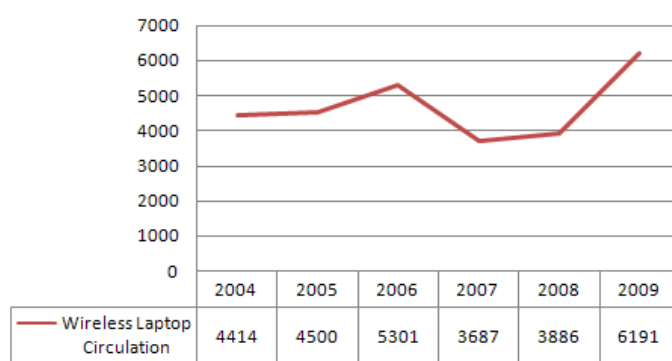


### Wireless Control System

Network and Hardware Systems get the tip of the hat from the Library on behalf of its wireless users. As the Fall 2009 semester began, users were unaware that the capacity of the Library's wireless network had been increased several-fold and that the wireless access points had been increased in number and replaced with new, higher-capacity equipment.

As the semester reached its climax in terms of usage in mid-November, we received no reports from wireless users that the network was slow or that connectivity was a problem, despite the fact that there were over 100 wireless laptops connected during peak periods. The Library and its users want to express our appreciation to N&HS for improving this most popular service! Related to this, IRT's Media Services 20 loaner wireless laptops saw the highest usage in December since the program began in 2004. Fall 2009 circulation was up 59% over the same period in 2008. It is clear that students like using wireless laptops!

### Library Wireless Laptop Circulation



## GoPrint by Housen Maratouk

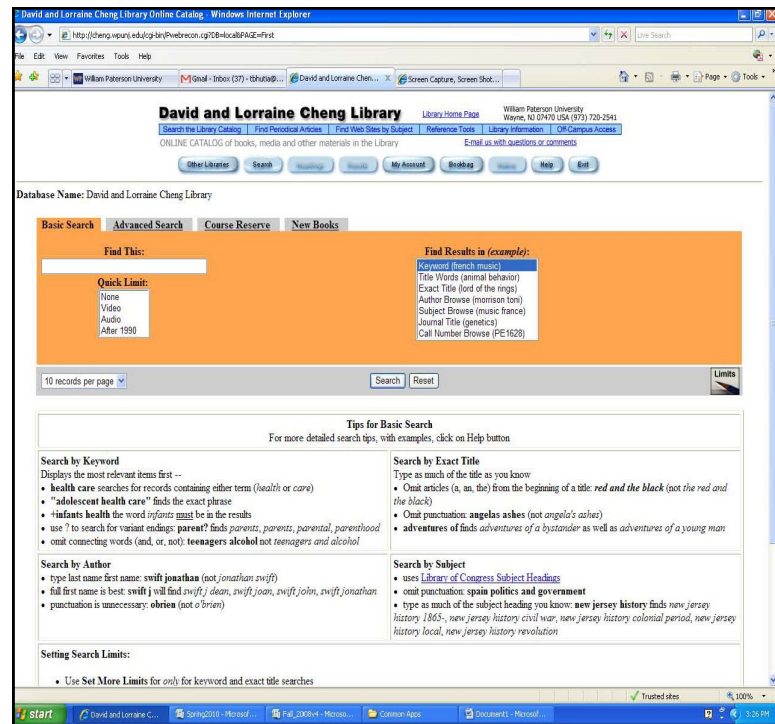
In addition to promoting a greener, “Think Before You Print” attitude, the GoPrint management system, implemented in September 2009, also provides a web-based administrative interface that allows us to monitor and control printing across campus. Between September 1 to December 31, users printed a total of just over 1.34 million pages, 598,822 of which were printed in the Cheng Library and an additional 413,434 of which were printed in the Atrium labs. As with LabStats, the GoPrint interface allows us to analyze data and generate reports about the usage of printers, both across all campus labs and in specific locations. This will allow us to better understand “printing behavior” and inform decisions about the allocation of funds and deployment of printing equipment.

While the implementation of GoPrint meant shifting some of the printing costs to students, once they have exceeded their allowances of 600 double-sided printed pages, the GoPrint system provides them with their available balances each time a job is released and gives them the information needed to adjust their printing habits, as needed. Students can learn more about GoPrint, including information about their accounts, by going to <http://www.wpunj.edu/goprint.html>, a web page that is advertised across campus.



# Think before you print!

## WPUNJ Expands Streaming Video Collection by Jane Hutchison



Thanks to consortium purchasing power, WPUNJ has tripled its streaming video collection to include titles from Films Media Group, Media Education Foundation, Insight Media, Icarus/Fanlight Films, Filmmakers Library, Alive Mind Education and Ambrose Video. Other video distributors are being considered and negotiations are underway. The purchasing power came from the media librarians across the state uniting under the VALE Video Digital Licensing Committee, chaired by Jane Hutchison.

Over 300 titles are currently being catalogued and will appear in the Library's online catalog. All the user needs to do is click on the link and you will enter your WPUNJ username and password to access the streaming title. Under the NJVID grant project, titles from Films Media Group and BioMedia Associates will be streamed shortly from the NJEdge.Net statewide network at <http://njvid.net>.

Some of our most popular titles are available through the online catalog such as Killing Us Softly, Generation M, Tough Guise, Dreamworlds 3, Mickey Mouse Monopoly, Code Grey and the BBC Shakespeare productions. For more information, contact Media Services at 973-720-2308.



# New Science Building Laptop Lounge and Multimedia-enabled Learning Spaces

By Housen Maratouk

If you haven't visited the Science Building, recently, you might be surprised to find that amidst all the activity lies a brand new set of rooms that will serve the needs of faculty and students, alike. These new rooms, Science 3054A-G, include two instructional labs and a 40-seat classroom, all three of which have been getting regular use as smart classrooms in the Spring 2010 semester. Each room is equipped with an easy to use touch screen-controlled podium that gives instructors access to the various multimedia tools that they have the ability to project to the front of the room, including a desktop, a document camera, and a DVD/VCR player. Inputs are also available for those who prefer to bring and make use of their own laptops and audio equipment. In addition, Science 2063 and 2064 are two new multimedia-enabled auditoriums seating 89 and 131 students respectively located just downstairs from 3054.

Just outside of these classrooms is the new Laptop Lounge area, where students can study, work on projects, and even share their work by projecting their desktop images, wirelessly, to the LCD displayed that has provided for them to make use of. And for those projects that make rich and effective use of multimedia, we have also included a digital media lab that gives students access to image scanners and editing tools that are not always available to them in general access labs.

The entire area is regularly staffed by Student Technology Consultants and by representatives from IRT who are there to assist and work with both students and faculty to ensure that their technology needs are met with the same courtesy and professionalism that they have come to expect.



*Laptop Lounge with monitor for sharing work*



*Digital Media Lab*



*Science 3054F Classroom*



*Science 2063 Auditorium*

# Practice What You Preach (or "How My Account Was Hacked and Yours Can Be Too!")

By Brian Fanning

This column may come as a surprise to many. I woke up this past Saturday morning to find that my email account had been hacked. To be more specific, this was a personal Hotmail account that I had, unfortunately, become lax on properly maintaining its password. I also need to make it clear that this particular account had no connection to my University account (username, password, or otherwise), on which I diligently maintain a far more complex and secure password.

It's difficult to describe the feeling of violation that accompanied this intrusion. What if I had used the same password for my banking or financial accounts and emails related to these accounts happened to be held in the compromised account? What if the messages sent out to my contacts included virus payloads instead of innocuous spam? I consider myself lucky in that, at this time, the only impact from this event has been the embarrassment that accompanied the follow-up email I sent to those friends and family on my contact list. That email began "In a bitter case of irony, I'm ashamed to say I work in IT today".

My story demonstrates the need to maintain a password that conforms to the security standards of today. Intrusion techniques continue to evolve in both level of sophistication and distribution, yet many continue to believe that the security practices of the past will continue to protect them. Last December, an intrusion into a social networking site led to public exposure of over 32 million passwords. Analysis of that password data demonstrated that individuals, in large masses, are not adhering to standards for strong passwords. Of the 32 million passwords, close to 300,000 were set to "123456" with number increasing to over 500,000 when including expanded passwords out to "123456789".

Attacks on internet security at educational institutions have been prevalent and continue to be on the rise. At William Paterson, we have been and will continue to be the target of

attacks that will continue to evolve in sophistication. To assist in keeping our resources secure, members of the campus community should maintain a secure password and remember that WPUNJ will *never* solicit for your username or password information. The implications of a password breach can be wide ranging. At a minimum, you can expect some form of embarrassment, but more serious consequences could involve identity and financial theft or worse. The campus community of William Paterson continues to be the first line in defense against cyber attacks and maintaining strong passwords are part of that responsibility. Remember, my account was hacked and yours can be too.

## The best practices for passwords ensure that they:

- are 8 characters or longer and include mixed-case alphanumeric AND special characters
- NEVER be a name or any word in the dictionary
- NEVER include part of your name or your email address
- use passphrases instead of passwords. Turn a long phrase into a jumbled short one. "Sam I Am, Green Eggs and Ham" can become "S1aG3&h!"
- use a different password for every single site you access. Manage them with password manager software (example: "KeePass") or a common password base that adds a site specific suffix ("S1aG3&h!GooG" and "S1aG3&h!YahO" would be examples for Google and Yahoo).

## Recently Released and Upcoming Development Initiatives

Following in the footsteps of development initiatives for online applications such as the Change of Major, Early Alert, and Advisor Notes applications, the following online applications are currently in the process of development and expected to be released in the near future:

- Online Grade Change Approval
- Online Advisor Assignment
- Centralized University Reporting Menu

Additionally, the upgrade from Banner 7 to Banner 8 is scheduled for late Spring 2010 (finalized date to be published in the near future). Key enhancements delivered by SungardHE in Banner 8's Student module include the ability to setup Course Wait Listing and greater flexibility in design and display of Online Degree Evaluations.





Make class time available all the time



## **Tegrity is a lecture capture solution proven to help student satisfaction soar**

And it's now available for use in YOUR classrooms! Just let IRT know what multimedia enabled classroom you are teaching in and what course you want to use Lecture Capture with.

Let's face it, It's impossible to write down everything the professor says. With Tegrity, students no longer have to choose between taking notes and listening. Tegrity captures everything presented in class for students to effectively review specific class moments as often as they want - using their laptop, pc, mac iPod, iPhone, MP3 player.

Tegrity puts you in control!

- Camera shy? Video is optional. In fact, most instructors just record their voice and whatever is presented on screen!
- Pause the recording. Tegrity puts you, the instructor, in control of what is being recorded.
- Record at your leisure – anywhere, anytime – on or off campus
- Teach in your natural style without changing anything
- Assure that your intellectual property is secure. Only enrolled students access your recordings.
- Make class time more valuable. Students are more attentive and more likely to participate
- Easily review your recordings on your PC before they're stored on the server
- Reach non-traditional and distance learners more effectively

Please note that several classrooms are already Tegrity-enabled (R302, Y144, the Library Auditorium, HW16, SCI437, and SCI2064). If you see a webcam in these rooms, don't worry, it can only be used for Tegrity recording. You are in complete control of its usage.

### **For More Information Contact:**

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