

New Web Help Desk!

Information Technology has launched an online trouble ticket submission website, Web Help Desk at www.wpunj.edu/helpdesk where you can submit all technology related issues and requests. Once submitted, the ticket is routed to the appropriate technology group for action or follow up. Students, faculty, and staff have the ability to return to www.wpunj.edu/helpdesk to check on the status of their submissions at any time.

Communications related to tickets are sent via email, and you can simply reply to the email to provide updates back to the technicians. Help Desk Tickets can contain attachments such as screenshots, photos, and Office documents to more effectively illustrate your requests.

Moving forward, Information Technology encourages members of the community to submit requests via the web, rather than emailing the Help Desk directly. Since launching this new approach to request submission, the ability for the Help Desk to track individual issues and requests in this way, has already lead to clearer communication externally and internally, better turn around, and more effective resolutions.

Help Desk Locations

The Help Desk and Field Services groups are continuing a period of reorganization and restructuring. In doing so, Information Technology will be establishing Help Desk sites in various locations on main campus, Valley Road, and College Hall with the most recent site in Science Hall. The Coach House facility has been closed. The goals of the new sites are to better serve the students, faculty, and staffs' technology needs with local presences, and to provide drop-in locations where members of the University community can receive answers to their technology related questions.

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Contact IRT
(973)720-2659

www.wpunj.edu/irt

IT Wiki

Information Technology recently launched the IT Wiki, a continuously evolving website, modeled on the same platform as the popular online encyclopedia, Wikipedia. The IT Wiki houses technical documentation, how-to's, and step-by-step instructions related to a wide variety of technology services offered by the University. Many articles include easy-to-follow screenshots and pictures to illustrate instructions. Students, faculty, and staff will find articles on Blackboard course management, configuring university email on an iPhone, and connecting to the campus network securely using VPN, to name a few. The IT Wiki is accessible at www.wpunj.edu/itwiki.



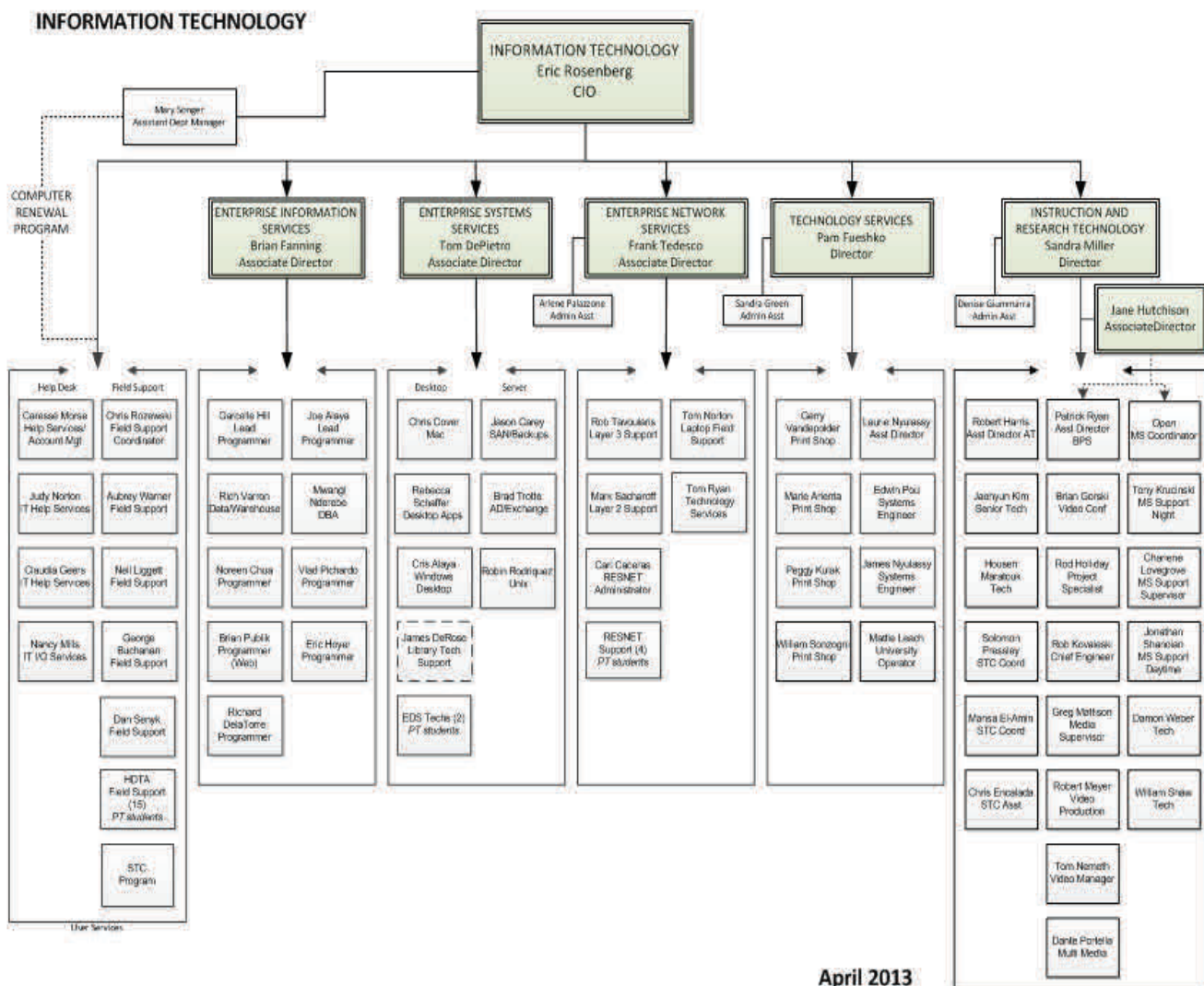
Merger of Information Systems (IS), Instruction and Research Technology (IRT) and Telecommunications

Under the leadership of Eric Rosenberg, Chief Information Officer, the merger of Information Systems (IS), Instruction and Research Technology (IRT) and Telecommunications into the department of Information Technology (IT) was announced in September of 2012.

The organization structures of IRT, IS and Telecommunications remain the same with Sandra Miller as Director of IRT, Tom Depietro as Associate Director of Enterprise Systems Services, Brian Fanning as Associate Director of Enterprise Information Services, Frank Tedesco as Associate Director of Enterprise Network Services and Pamela Fueshko as Director of Technology Services. In addition, a User Services department has been formed combining IS Field Service and Help Desk staff into one unit. The Student Technology Consultant Program will report to the new Field Support Supervisor, Chris Rozewski (see p. 5).

As stated in the University Strategic Plan, information technology is “changing modes of instruction and research, accelerating the flow of information and dramatically altering patterns of communication and outreach.” This merger moves the University forward in fulfilling the goals of the Strategic Plan and will, with the implementation of the new **Web Help Desk** system, provide coordinated effort to improve service and support to the academic and administrative community.

For more information on Information Technology please visit our web page at www.wpunj.edu/it



Student Email System Upgrade to Office 365:

In continuing to provide reliable and robust messaging services to the University's Students, the student email system will be upgraded from Live@edu to Microsoft Office 365. This upgrade is planned to take place before the Fall 2013 semester.

The new system will provide a number of enhancements including:

- Increased mailbox storage, 10GB to 25GB
- Enhanced virus, spam, and malware protection
- A new web access interface with an improved user experience
- Online document viewing and editing
- Collaboration tools

There will be no interruption to email services during this migration, all data will be preserved.

Faculty will have access to document storage, sharing and online collaboration after all student email accounts have been migrated.

Wireless Authentication

“Faculty-Staff” and “WPUNJNet” wireless networks were withdrawn over the Winter Break and replaced with “WP Wireless” and “WP Guest”. The advantage is that you will not have to login in every time your screen saver kicks you out. You only need to login the first time and you will be remembered every time you connect to the network or after you've changed your password. Other benefits include not having to download Cisco NAC Agent, enhanced security and mobile device support for a larger variety of devices.

The “Guest Wireless” is for invited guests (vendors, conference participants, guest speakers, etc.) who require wireless access while on campus without having to contact the Help Desk. For Sponsored Guests, University employees can visit wpunj.edu/sponsoredguest and obtain a temporary username/password to provide their guests' access to the “WP Guest” Network. For more information, click [here](#).

Print Shop Services Now Part of IT

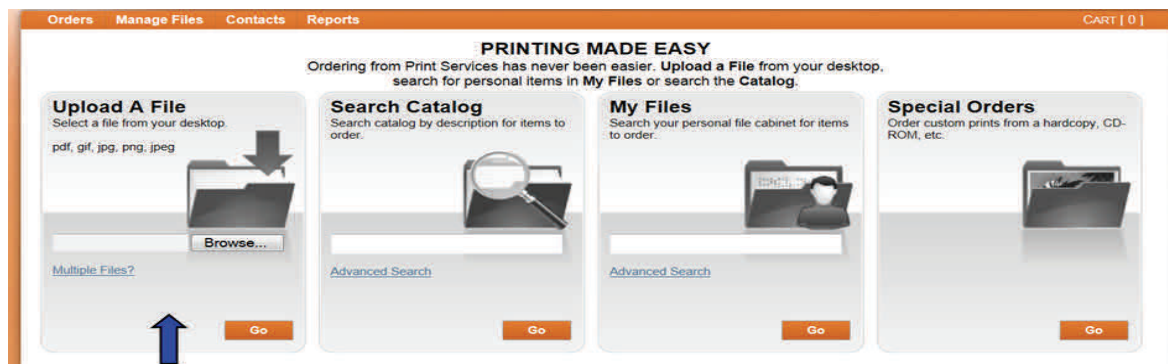
WPUNJ's print services are now part of IT. The Print Shop has a new print job request form (WebCRD) that provides online ordering and print submission application, enabling users to order, manage, and reorder documents to be printed by WPUNJ Print Services. It provides tools allowing jobs to be easily submitted and produced in a timely, controlled and budgeted manner and delivered by Mail Services to your location. Use it to save time and money.

The new printing system can be accessed in two ways. One is by logging into WPCoconnect and selecting “Employee Apps”. From there, click “Print Services Submittal Form”. The other way is by going to www.wpunj.edu/printservices. From there, follow the on-screen instructions for creating an account.

Once you're registered, to place an order, simply upload a document using the “Upload A File Option” and follow the on screen instructions for ordering. The system also has a catalog of documents and items that were created by the system administrator that allows the user to access and order common items.

If you have any questions or need assistance, just send an e-mail to telecom@wpunj.edu.

Print Services Hours:
M-Th- 9:00am-6pm
F- 9:00am-4:00pm
Online Form—24/7





THINK BEFORE YOU PRINT OR ASK YOUR STUDENTS TO PRINT!

You can help reduce paper//toner waste and save the environment.
Here are some small changes that can lead to big improvements:

- Print double-sided (duplex) whenever possible
- Arrange multiple PowerPoint slides per page as handout
- Only print in color when necessary
- Highlight a section of the document, then print “selection”
- Use the print icon (if available) when printing from websites
- Use print preview to determine what to print
- Avoid printing as much as possible by reading documents online
- Reduce font size and margins before printing when possible
- Send and save reference documents electronically
- Return blank paper to printing stations
- Use document camera to share one hard copy with the entire class
- Submit and receive corrected papers electronically—remember, students have limited free prints
- Make full use of available technology by automating paper-driven processes

Join the effort to make WPU a greener place!

Have You Considered Using Videos to Help Teach Your Students?

Now is a great time to do so because students can watch videos over the Internet.
IRT Staff are available to help you do this!

Your Videos



World Wide Web



Options available to you

- Rather than showing a DVD or VHS tape in class the old fashioned way, you can email your students an Internet link so that they can watch the video online
- Embed a video into your Blackboard course for students to watch right within Blackboard
- Record your own video using software available at WPU and then upload it to the Internet for your students to watch later
- Are you inviting a guest lecturer to speak to your students? Ask us to record it and put it on the Internet so that it will be available to the next group of students who enroll in your course

Online streaming videos are great for

- Students who learn visually
- Outside-the-classroom homework assignments
- Distance learning courses
- New forms of teaching

To learn more, contact Tom Nemeth at 973-720-4075 or NemethT@wpunj.edu

IRT's New Location

Please Welcome Chris Rozewski

Instruction & Research Technology (IRT) has moved! We are now located in the Library in the same area that everyone recognizes as Media Services. Media Services has long been an IRT department, but now is physically joined with the Center for Teaching and Learning with Technology (formerly located in the Atrium) to bring you exciting teaching and learning with technology resources and training. Please come visit us in Library 120k soon!



Mr. Christopher Rozewski joins IT as the Field Support Supervisor. Mr. Rozewski comes to William Paterson University from Montclair State University where he supervised the College of Education and Human Services' Technology Services group. Mr. Rozewski's experiences include knowledge management, training, customer service, and Mac technical support. He is presently reorganizing the Help Desk and Field Services groups, including the STC and HDTA programs, to more effectively meet and exceed the expectations of the University community. Mr. Rozewski maintains the IT Wiki, a repository for technical documentation and how-to's accessible on the web.



1. What is it?

Historically, classrooms and lecture halls have been designed with all students facing a desk or lectern for the instructor. This arrangement is appropriate for a specific type of teaching but is ill-suited for other approaches, particularly when students work in groups. As a result, **a number of alternative classroom designs have emerged to support collaborative learning.** These offer group-friendly seating at tables for four to twelve students. Whiteboards and projection displays are mounted on multiple walls of the room. Such designs enable a different dynamic, eschewing lecture in favor of collaborative activity, which might include laboratory investigation, interactive study, or alternative teaching methods like the flipped classroom. This approach to learning spaces is formalized under a number of different names—

TILE, SCALE-UP, FLEX, and others—but all such schemes share a common desired outcome: to provide an environment that supports an evolution from a course model that emphasizes the lecture to a student-centered model based on collaborative knowledge discovery and creation.

2. How does it work?

Collaborative learning spaces generally involve new construction or the wholesale renovation of existing rooms. Although designs vary, they typically feature **the ability to reconfigure seating to accommodate a variety of teaching methods including lecture, project-based learning, and other options.** Classrooms are built so that an instructor has the ability to lead the class from anywhere in the room and move from group to group, easily providing assistance or advice to individual students, learning teams, or the entire class. Students can also move around, either to share laptops, tablets, or other devices or to examine the work of other individuals or teams. They may work from multiple devices, sending content to projectors, or huddle near whiteboards, working out a plan or an analysis. Discussion is encouraged and often replaces explanation as the primary avenue to learning.

3. Who's doing it?

In recent years, **numerous colleges and universities have built collaborative learning spaces.** MIT's TEAL (Technology Enhanced Active Learning) classrooms are among the most well-known. The University of Iowa initiative is called TIL (Transform, Interact, Learn, Engage). Unlike many active-learning spaces—which are meant for use in sciences, technology, and mathematics—those at Iowa are also intended for use in the humanities. Both MIT and Iowa based their spaces and teaching techniques on those developed for the SCALE-UP (Student-Centered Active Learning Environment with Upside-down Pedagogies) model, which originated at North Carolina State University in the mid-1990s. This widely adopted approach has been implemented at more than 150 other institutions, including an effort at the University of Minnesota to create more than 20 ALC (Active Learning Classroom) spaces. Rooms employing this approach in the College of Biological Sciences offer round tables, each with a dedicated wall projection screen so that students can conduct inquiry-based activities in class and project team results for group viewing. Responses from students and instructors have been positive, including a perception that these rooms help students achieve higher final grades. At the University of Southern California, a massive strategic redesign project is nearing completion. When it is finished, 185 classrooms and 20 auditoriums will have been refitted to support collaborative learning.

These reengineered spaces were inspired by the university's FLEX (Flexible Learning Environment Exchange) approach. Classrooms have multiple “fronts,” meaning projection and large writing surfaces are available on two, three, or four sides of the rooms. The furniture in FLEX classrooms can be easily reconfigured. Tables and

chairs have wheels, tabletops may flip over for stacking, power and wireless connections are provided to all students, and, in some rooms, special paint is used that turns all walls into dry-erase writing surfaces. Responses from students and faculty have been overwhelmingly positive.

4. Why is it significant?

These spaces enable alternative pedagogies that allow for more inquiry and investigative work. They are ideal for hands-on activities, turning the class into a laboratory experience. They also offer opportunities for mobile technologies, particularly tablets and laptops, which can be used collaboratively in teams. Collaborative learning rooms that support classes of a hundred or more students can foster across-the-table collaboration, seeming more intimate than a seminar room and inviting peer evaluation and small-group discussions. As a result, students spend more time on task and move around freely to collaborate. The result is often greater student satisfaction in what they have been able to accomplish.

5. What are the downsides?

Many of the ancillary costs for collaborative classrooms result from **the faculty's need to redesign their curricula,** particularly if the installation is an early effort on campus. To ensure engagement, instructors should be included in the classroom design process from the outset. They should be offered professional support to familiarize themselves with technology options and to encourage the best use of the learning spaces. Standardization, too, must be a strategic consideration, or faculty members might find themselves coping with a variety of approaches to system sign-on and equipment use as they move from classroom to classroom. Even in courses where teamwork predominates, a table-based room arrangement—designed for participants to see other students and their work—can be awkward for exams or lectures.

6. Where is it going?

Broad changes in pedagogy, from active learning to collaborative teams, mean that these new learning spaces are in demand. **Expect to see greater adoption of collaborative classroom designs** as universities determine that the time is right to update their facilities. Designs that now use fixed furniture will likely move toward employing tables and chairs that stack and move easily to allow for rearrangement, and some installations might not have any fixed furnishings at all. Such flexible layouts, which feature excellent lighting throughout, easy access to power, and robust wireless connectivity, can help ensure that learning spaces remain viable for the integration of new technologies as they emerge. Ever-increasing mobile use and growth of bring-your-own-device (BYOD) activities may help relieve institutions of the need to provide technology because these trends reduce the burden of updating aging hardware.

7. What are the implications for teaching and learning?

These new collaborative classrooms spring from research into the design of learning spaces, seeking to find what makes some learning situations vibrant with creativity and interaction. Innovative classroom designs with conversational groupings around multiple tables can encourage students to become more involved in active inquiry, to seek and provide support among peers, and to apply their abilities and knowledge in tasks that enhance learning. Moreover, **these designs reflect a broad change in the focus of pedagogy.** In the standard lecture hall, the speaker was the focus of the learning environment, but in flexible designs that support active, collaborative learning, students are empowered—under faculty mentoring and guidance—to explore course content and ideas in an environment that has multiple points from which learning may emerge.