

## **Transforming Course Design Proposal California State University, Chico**

### **Project title, category, project leader and team**

**Title:** Integrating Technology in the First-Year Seminar

**Category:** Capability Development

**Team Leader:** Thia Wolf, Director of the First-Year Experience Program

Phone: (530) 898-6891; Email: [cwolf@csuchico.edu](mailto:cwolf@csuchico.edu)

**Team Members:**

William Loker, Dean, Undergraduate Studies

Deanna Berg, Director of Civic Engagement

Laura Sederberg, Manager, Technology and Learning Program

Peter DiFalco, Instructional Technology Consultant

Sarah Blakeslee, FYE Librarian

Justin Gonder, FYE Program Assistant and Lead TeachBack Specialist

Sasha Knox, TeachBack Specialist

Jessica Sully, Lead Peer Mentor

### **Overview**

CSU, Chico's First-Year Seminar (FYS), UNIV 101, serves over 500 incoming students each year. We currently offer 23 sections of the course (enrollment per course is 25 to 30) in fall only each year and plan to expand this number by fall '08 to 25 or 30 sections. The majority of students taking the course are undeclared, or they have declared a major they are uncertain they will pursue.

The first FYS offered by CSU, Chico, in 1996, included a strong focus on basic word processing skills, as many of our students entered the university without familiarity with computers. Over time, this evolved into a concern with "information literacy." Yet in many ways, as the level of technological savvy among first-year students has rapidly increased, the course has not kept pace with students' technological abilities or interests.

For a number of years, this course was housed in a variety of administrative locations, with responsibility for the course shifting from person-to-person and place-to-place. This made careful scrutiny of and long-term planning for the course impossible. With the recent addition of an Office of Undergraduate Studies, housing a new First-Year Experience Program on our campus, we now have the administrative capability to create a partnership between UNIV 101 and our Technology and Learning Program (TLP) that will do more than support past practices in the course. As we are already working on transforming UNIV 101, this is an opportune moment to consider ways that a plan for integrating technology into the course can help us to address key issues and transform the course's content and effectiveness.

Multiple, serious problems now hamper this course's effectiveness, making course redesign a necessity. These problems include:

- the use of inconsistent content and pedagogy across sections;

- the lack of meaningful academic content;
- the lack of statistically significant gains in students' understanding of information literacy, which is one important component of the course content;
- the use of outdated assignments, disconnected from students' lived experiences and real needs;
- the lack of consistent quality in students' introduction to and use of WebCT Vista;
- the failure to acknowledge what students do know about technology and the inability to engage them in meaningful conversations around the links between technology and learning.

This proposal outlines a series of interventions that will address these problems through:

- creating a common WebCT Vista shell of all sections of the course that takes advantage of Vista's enhanced capabilities such as the support of learning communities within and across sections, creation of a Wiki-like space for the creation of a common virtual text based on authentic student experience, and the archiving of student work for assessment purposes;
- re-designing the information literacy portion of the course to link instruction to meaningful student inquiry projects focused on enhanced academic content of the course;
- exploration of students' use of mobile computer technology as important arenas for learning and delivery of course content through the TeachBack program;
- enhancing student technological skills through instituting an "electronic portfolio" based on existing software (Dream Weaver, Photo Shop) that students will use to organize their work and explore options for majors and careers.

### **Background**

In summer '06, seven members of the Chico campus, including the new Dean of Undergraduate Studies and the new Director of the First-Year Experience Program, attended a Chancellor's Office Civic Learning Institute. The Institute required campus teams to construct civic learning outcomes for first-year students and to develop a method for delivering those outcomes. The CSU, Chico team constructed an innovative program that begins with a redesign of UNIV 101. In fall '07, we are piloting a new version of the course, whose development has been funded in part through a Chancellor's Office "Civic Learning and Implementation Grant."

The pilot includes five sections of UNIV 101; at the heart of the course is a Faculty Series—an array of lectures and presentations by faculty from a variety of disciplines on the theme "Chico as Place." These lectures prepare students for a service-learning project that involves working with the Mechoopda Indian tribe to restore native habitat along the creek that bisects our campus; the series as a whole gives students a prismatic look at Chico, through the lenses of multiple disciplinary perspectives. Students meet in a large-lecture hall every Wednesday for the Series; on Tuesdays and Thursdays they meet with Peer Mentors and course instructors to discuss transitions issues (study skills, time management, dealing with stress, behaving responsibly, etc.) and academic content from the Series. Course outcomes focus on a basic understanding of the concept of

“disciplines,” on the idea of “interdisciplinary approaches to study,” and on an understanding of and developing commitment to civic engagement.

This proposal seeks technological support for multiple changes we are making in the course, support that will enhance course improvements on which we are already working or that will provide us with new ways to alter both course content and the quality of the experience we can provide for incoming students. During the first year of our course redesign, we will implement the changes in our pilot sections of UNIV 101 only (the five sections in the redesigned curriculum); in the second year, we will complete the list of changes we wish to make and embed these in all sections of UNIV 101.

CSU. Chico has a long history of cooperative course redesign involving faculty, the Center for Excellence in Learning and Teaching, and the Technology and learning program. Two specific areas of collaboration are the [Learning Productivity Grants](#) and the [Exemplary Online Instruction Awards](#). The Learning Productivity Grant program and other [CELT grant programs](#) are designed to provide faculty with the resources to try out new and innovative approaches to teaching. These awards are based on an evaluation of online curriculum against the [Rubric for Online Instruction](#), which is continually being revised by a [committee](#) of 13 faculty, four support staff, two administrators, and one student. Recently the campus has embarked on a major redesign of our General Education science keystone courses Natural Science 101 and 102. The redesign of University 101 fits within this long history of course redesign and addresses a campus strategic goal of improving the First Year Experience of our students.

### **How the proposal addresses problems in the course**

#### *Inconsistent content and pedagogy:*

By using the WebCT Vista classroom to **deliver an online textbook and assignments**, we can move instructors toward a shared understanding of the course and a shared set of practices when teaching the course. Because the redesigned course will include assignments that students submit to the WebCT Vista classroom, direct assessments of students’ work will be possible. Short quizzes in Vista will also allow students and instructors to gauge students’ ongoing understanding of course material as the semester progresses.

#### *Lack of meaningful academic content:*

Faculty in the Faculty Series will be able—through the FYE office—to **post discussion questions, problems, readings, and study tips in the Vista Classrooms** to support each of their lectures. These will be used by course instructors to develop effective class meetings following each lecture/presentation in the Series. The use of **clicker technology** during large lectures will help to keep students in an interactive mode and will assist faculty in on-the-spot assessments of students’ understanding of course material. A required **“concept mapping” assignment** will help students to connect what they might see as disparate “talks” by faculty into a coherent, interdisciplinary understanding of the Series as a whole.

*Lack of statistically significant gains in students' understanding of information literacy, which is one important component of the course content:*

Pre- and post-tests from fall '06 focused on students' information literacy gains in UNIV 101 showed no significant change from the beginning to the end of the course. An embedded research log assessment from fall '07 provided no clear information about student progress in information literacy practices, but did reveal inconsistent use by instructors of the logs designed to support students' development as researchers. The FYE Director and the FYE Librarian, on reviewing these results, determined that a change in the way information literacy instruction is delivered is needed. Presently, two librarians divide up their time to provide two general information literacy classes to each section of UNIV 101; these classes are mostly lecture-based, with a small hands-on component in a computer classroom. The lectures anticipate, but do not connect to, students' actual research projects; indeed, in some sections of UNIV 101, no research project has actually been required.

In the course redesign, the information literacy component of the course will be delivered differently. Assisted by **clicker technology** (digital student response systems), the FYE librarian now plans to deliver a single large lecture to students in the pilot sections focused on a basic introduction to databases and analysis of sources and to devote most of her time (and one assistant's time) in the course to small group meetings with teams of students engaged in **focused research projects inspired by an issue of interest in the Faculty Series. A set of guidelines for the research projects and an assignment sheet describing and governing the development of the projects will appear in all Vista Classrooms.** The students' resulting projects will later be judged by faculty, program administrators, and librarians at a public Information Literacy Fair, using a rubric under preparation by campus librarians. **The rubric will be published in the Vista Classrooms** so that students and instructors can see from the beginning of the research project assignment the criteria by which the projects will be judged; this rubric will be shared with and used as well by our campus's required composition course. **Research logs that support the development of the research projects will be delivered in the Vista Classrooms, with instructions for using the logs available to both instructors and students.**

*Use of outdated assignments, disconnected from students' lived experiences and real needs:*

Two years of assessment data indicate that students do not appreciate the "workbook" component of UNIV 101. Even when students respond positively to their instructors as people, they routinely write that the course is "boring" and the homework is "busy work." The most rapid way for us to make change in this area of the course is to design an **online textbook** that takes past assessments and students' direct feedback into account; this process is scheduled to begin with the direct support of McGraw Hill publishers in May '07. The online textbook will include interactive assignments geared toward "Net Generation" users and, by fall '08, will include at least one unit (on local organizations and services) developed and authored by students. The use of **a student-authored component that can be uploaded to the online textbook** allows us to coordinate more closely with our campus writing program, which is moving in the direction of "writing

for the public sphere”: providing students with writing challenges that result in researched written work serving a real-world purpose and aiming at an actual audience beyond the teacher. A few units of the online textbook will be completed for use in the fall '07 pilot; the textbook will be completed by fall '08 for use in all sections. It will be authored by the FYE Director with consulting support from TeachBack Specialists (who are student consultants in the areas of technology and pedagogy), the Lead Peer Mentor (who is a student just completing her first year at the university), the Director of Civic Engagement, the FYE Librarian, and the TLP Manager.

*Lack of consistent quality in students' introduction to and use of WebCT Vista:*

The delivery of so much of UNIV 101's reading material, support material, and assignments in the WebCT Vista classroom will make it impossible for anyone teaching the course not to use Vista extensively. While instructors in the course do receive **group training in Vista through TLP**, this proposal provides additional support for instructors as they teach in fall '07 and fall '08 by supplying instructors with **one-to-one consultations with student TeachBack Specialists** and by **providing students with any additional help needed through the availability of Peer Mentors who have been trained in Vista use**. As the FYE Director, the course Instructors, the TeachBack Specialists, and the Peer Mentors become fully conversant with the technologies used in the course, the need for extensive support will diminish. Future TeachBack Specialists and Peer Mentors will be recruited from UNIV 101 sections, where students will have received the training they need in the context of the course itself. Some instructors will be long-term teachers in the program; newer instructors will be able to call on TeachBack Specialists for assistance through the regular TeachBack Program offered by FYE. Hours have been added to this program in the context of the proposal for a two-year span; during this two-year period, the introduction of multiple technological-pedagogical changes to the course are underway and the learning curve of those working in the redesigned course must be high. The expanded TeachBack Program will help us to maintain high quality during the transition period.

*Failure to acknowledge what students do know about technology and the inability to engage them in meaningful conversations around the links between technology and learning:*

The **TeachBack Specialist Program**, under development currently and scheduled to offer consulting services through FYE beginning fall '07, is **a special consulting program employing tech-savvy students** who are interested in the possible intersections between developing technologies—especially mobile, “personal” technologies—and learning. TeachBack Specialists form a bridge between students' everyday uses of technologies and faculty responses to students' uses of technologies. The program offers faculty development workshops and one-to-one consulting opportunities for faculty that afford teachers with a students' perspective of the social meanings of email, text messaging, handheld devices, and campus technologies; these consultations are designed as collaborations where faculty and tech-savvy students can discuss ways that smart tools may support students' learning in academic settings. In the context of the UNIV 101 redesign, TeachBack Specialists will also deliver two additional portions of the course:

- leadership for **in-class discussions of the meaning of technology in students' lives** and **“vision conversations”** where **instructors, students, and interested members of the campus community, including TLP, will discuss together the possible futures for the roles of rapidly advancing technologies as teaching and learning tools in universities;**
- direct instruction in a basic **digital portfolio assignment** that introduces students to the concept of a digital portfolio and assists them in using PhotoShop and Dream Weaver to construct a beginning portfolio consisting of a personal statement, a resume, and a project space for the inclusion of important work completed in courses and in service-learning projects.

### **Objectives and Milestones within a Projected Timeline**

#### *Objectives*

- to improve the delivery system for our restructured UNIV 101 by embedding technology at every step of the learning process in order to improve student engagement, increase multi-section uniformity, and “capture” students’ work for assessment purposes;
- to offer a course in first-year GE that models the effective, integrated use of campus technologies to support and improve student learning;
- to train incoming students in campus uses of technology that will serve them throughout their years at the university, thus improving students’ preparation for and success in coursework across the disciplines and at every level of study;
- to avail ourselves of students’ insights about and current real uses of technology in order to take their views and practices into account when designing courses and experiences for them;
- to develop sustainable, effective faculty- and student-support programs with an attention to wise, current uses of technology at their core;
- to disseminate our model to the system through conferences, publications, and site visits;
- to become a model campus nationally for effective use of technology to support incoming students;
- to construct and maintain ongoing assessments in UNIV 101 that keep our uses of emerging technology effective and up-to-date.

#### *Milestones within a Projected Timeline*

#### **Spring '07—Content Changes in UNIV 101 and Planning for Technology Changes**

UNIV 101 is currently undergoing content redesign. Faculty from the disciplines of biology, geography, anthropology, art education, and political science are involved in a workshop series to assist them with the planning of the Faculty Series around the issues

of “Chico as Place.” **A complete overview of the Series will be finished on May 4, with faculty sending discussion questions, problems, readings, and study tips to the FYE Director throughout the summer to be posted in the Vista Classrooms before the beginning of the fall term.**

Early plans for the online textbook have been made among the FYE Director, the Director of Civic Engagement, the Lead TeachBack Specialist, the Lead Peer Mentor and McGraw Hill. **A representative from the McGraw Hill team will be present at the May 4 presentation of the Faculty Series. Direct work on the online textbook is scheduled to begin with a McGraw Hill team, the FYE Director and the Civic Engagement Director the following week.** All plans for the course textbook will include consultations with the Dean of Undergraduate Studies and the student participants (TeachBack Specialists and Peer Mentors).

**The TLP Manager and the FYE Director are engaged in discussion meetings focused on technological changes to UNIV 101 and on the development of a summer training calendar for UNIV 101 instructors.** (It is important to note that many UNIV 101 instructors are staff or part-time lecturers who are available during the summer months for training workshops and that all instructors in the pilot have agreed to participate in summer meetings/trainings.)

Assessments to test the civic learning outcomes are being developed in an end-of-term workshop on May 15. These will help to guide the development of those portions of the online textbook that address civic engagement issues.

#### Summer '07—Continued Content Changes in UNIV 101 & Development of Integrated Technology for Fall '07

**A partial online textbook is authored** by the FYE Director and her team; the partial textbook includes units on civic engagement, time management & study skills, and healthy approaches to managing stress. TLP and McGraw Hill collaborate on installing the textbook into the Vista Classrooms for the pilot. While some elements of the textbook have not been developed at the moment we are writing the grant, two assignments to be embedded in the study skills segment of the online textbook will serve to illustrate how the text’s assignments will support student learning: **a note-taking sequenced assignment** will use a filmed version of the first lecture of the Faculty Series, to anchor an in-class review of part of the lecture and a thoughtful examination of students’ note-taking practices on the day the lecture took place; a follow-up assignment at home requires students to review an additional segment of the lecture, using recommended note-taking practices from the textbook and from a collaborative classroom discussion on note-taking strategies. Students will be reminded throughout the semester to use intelligent note-taking strategies as they attend the lecture series; the **“concept mapping” assignment** requires students to construct a thoughtful PowerPoint slide for each lecture in the series containing two or three important highlights from each lecture; these are used in class discussions following each lecture and are ultimately embedded in a concept map where students rearrange the slides into connected segments

across the Series, with the students supplying the rationale for connecting various segments of the Series to other segments. This assignment serves as a means of promoting the kinds of synthesizing activities students need to use in order to make sense of a rich but varied GE curriculum; the reasons for the activity will be made explicit so that students understand how to use it both within other courses and as a means of thinking about the connections across courses.

**TLP provides summer workshops for instructors in the uses of the Vista Classroom.** The TLP manager and the FYE Director co-lead **two workshops in the second half of the summer to familiarize the instructors with the developing online textbook.**

**The FYE Librarian provides a summer workshop for instructors in the changed information literacy component for the course.** Instructors are provided with an overview of the research project and the rubric that will be used to judge students' work.

**Photo Shop is purchased and installed in a campus computing lab traditionally used by UNIV 101. Dream Weaver (which the campus licensing agreements cover) is installed in the same lab.** TeachBack Specialist Sasha Knox, who has worked with **digital portfolio assignments** since high school, collaborates with the FYE Director on two training workshops to be offered for students throughout the first half of the semester to support their semester-long work on the digital portfolio assignment. Lead Peer Mentor Jessica Sully and Lead TeachBack Specialist Justin Gonder train with Knox in order to assist in the training of all TeachBack Specialists and Peer Mentors at the end of the summer and into the beginning of the fall term.

**TLP provides a training workshop to familiarize TeachBack Specialists and Peer Mentors**—who know Vista from a student perspective—**with the designer perspective** used by instructors working with Vista.

**TLP provides a “community Vista space” for instructors in the pilot.** This will serve as a means for delivering assessments to course instructors and will provide instructors with an easy-to-use means of communicating with each other through email, discussion and chat spaces online.

#### Fall '07—the pilot UNIV 101 and assessments

The pilot UNIV 101 runs throughout the semester in the five designated sections. Ongoing assessments occur throughout the course, including embedded assessments such as students' on-site response to lectures in real time through the use of clickers and students' response to course assignments; additional assessments will include a student satisfaction survey to compare with survey results from fall '06 (which showed that student satisfaction with the course was low) and comparison of information literacy performance (using the librarians' rubric) of students in the pilot with the performance of students working on similar kinds of information literacy projects in standard sections of the course. Records kept by Peer Mentors of students' responses to transitions work in

the course will supplement our understanding of students' completed assignments in the transitions areas. End-of-term focus groups will compare students' experiences with and responses to course technologies in the pilot course design and in standard sections of the course.

The "vision conversations" where instructors, students, and interested members of the campus community, including TLP, discuss together the possible futures for the roles of rapidly advancing technologies as teaching and learning tools in universities are filmed and audio-recorded for review and write-up in the spring term.

Institutional Research tracks the progress of first-year students, which will allow us to monitor the persistence-rates, GPAs, and graduation-rates of students in the pilot versus students in standard sections of UNIV 101 and students who do not enroll in UNIV 101.

Faculty Series groups for an expanded version of the pilot UNIV 101 are identified by the Dean of Undergraduate Studies, the FYE Director, and the Civic Engagement Director, with input from first-year students and from FYE's student staff about themes that will engage students' interest.

#### Spring '08—Learning from assessments and refining the course design

The Dean of Undergraduate Studies organizes a half-day retreat in late January for relevant administrators, instructors, faculty, TLP specialists, TeachBack Specialists, Peer Mentors and students from the fall UNIV 101 pilot. This retreat will focus on assessments from and experiences in the pilot program and will launch an intensive semester of assessment review, reporting, and refinements to the course redesign. A new version of UNIV 101 will be launched in all 25-30 sections of the course in fall '08, with changes to the technological structure of the course supporting changes to course content and pedagogy.

The FYE Director and her team revise and work on expanding the online course textbook with the McGraw Hill team; the expanded textbook will include units on exploring and defining a sense of purpose, examining disciplines as ways of being and seeing, and an "empty" unit that will house students' work on the processes and purposes of campus and community services and organizations.

Assessment reports are made from the FYE office throughout the semester to the Dean of Undergraduate Studies—who will distribute them to all interested and involved parties and who will call for discussions of the reports and action plans addressing the assessment results from appropriate team members.

Faculty Series training workshops are delivered by the FYE Director and the Civic Engagement Director.

#### Summer '08—Changes in course content and technology for fall'08

Using the pilot model, with any needed changes as indicated by assessments and the review process in spring '08, the FYE Director and TLP Manager collaborate on alterations to the technological structure of the course. **The TLP Manager and the Instructional Technology Consultant design five or six “master” Vista sections of UNIV 101, with five “lab” sections connected to each “master” section.** This will provide an easy means of installing the online textbook across all of the sections and will provide a shared, large community among linked UNIV 101 sections for the student-authored portion of the textbook to be published (each smaller section will work on one segment of this assignment for the shared textbook). In addition to changes that have already been made to the course in fall '07, the small sections of Vista will include a link to a **Wiki space or community writing space** where students can collaborate on preliminary “encyclopedia entries” about campus and community organizations and services that will serve as the drafts for their portions of the textbook. The advantages of using a Wiki or community writing space include the “tracking” feature of such programs, which stores all changes and deletions so that no work is lost; and the collaborative possibilities enabled by the program, allowing all members to be both writers and editors. The **discussion tool in Vista** may be used to supplement this process as it provides a way for members to articulate their rationales for making changes to the group entry.

#### Fall '08—Full implementation of content and technology changes

All sections of UNIV 101 are restructured to include a Faculty Series; the online textbook; a coherent, updated technological structure supporting the course; and a series of embedded assessments that can be compared to data from the prior year(s).

#### Spring'09—Assessment review, reporting, and dissemination

Assessment reviews continue. Reporting includes a new process—preparing results for dissemination locally, system-wide, and nationally. Various members of the redesign team prepare presentations and articles based on the redesign results.

#### **Expected Results**

The expected results are direct, positive transformations of the problems elaborated in the “Overview” portion of this document. We expect to:

- provide consistent content and pedagogy across sections;
- include meaningful academic content through the use of well-developed Faculty Series constructed by faculty teams;
- enable students’ improved understanding and uses of information literacy skills through effective, tailored instruction and the assignment and assessment of complex researched projects requiring the use of those skills;
- improve student satisfaction with the course due to the use of updated, meaningful assignments that connect to real work students need to accomplish;

- provide consistent, high-quality support in students' introduction to and use of WebCT Vista, guided by TLP training and extended through the TeachBack and Peer Mentor programs;
- acknowledge what students do know about technology by engaging them in meaningful conversations regarding the links between technology and learning and placing them in real collaborations with technology specialists on our campus.

**Sustainability**

The fall '07 version of the course is predicted to be the most expensive as instructor time should be subject by fall '08 to a revised formula for time-use. With the use of faculty in the large lecture series and support from TeachBack Specialists and Peer Mentors, course instructors can be redistributed across each UNIV 101 grouping, with each instructor working one day each week in two sections of 101 where s/he previously had worked in only one section. Funding that was used to support a traditional model of the course, with one instructor being responsible for everything within a course, will be redistributed to produce a team-model of instruction.

Recruitment of Peer Mentors and TeachBack Specialists from the UNIV 101 population will reduce the need for extensive training of student specialists in the technology used in the course (as they will have used it repeatedly while enrolled), reducing start-up expenses and allowing us to construct effective, pared-down training sequences.

Online training for instructors and online support for students can be built based on information gathered from direct experience in the course and course assessments, further limiting the need for extensive technological support during each semester.

The use of a Student Response System (Clicker Technology) is a key component in assuring student engagement in large lectures. Although the initial costs for their use in this pilot are included in the proposal budget, in future years they will be purchased by the students through the bookstore as we implement a campus standard.

**Resources Requested**

**Developing and testing the online Textbook and Interactive Activities**

Program Assistant support \$ 500.00

**August hours in '07 for 1 TeachBack Specialist to develop digital portfolio samples and training protocols**

\$ 400.00

**Augmented hours for TeachBack Specialists**

\$4,800.00

(4 @ 4 hours/wk. during fall semesters '07 & '08)

<b>New Technology Workshop One—TeachBack**</b>	
<b>Digital Portfolio Workshop</b>	
5 Peer Mentors	\$ 300.00
1 TeachBack Specialist	\$ 70.00
<b>Workshop Two—TLP***</b>	
<b>VISTA &amp; Portal Workshop</b>	
12 Peer Mentors	\$ 480.00
<b>Summer '08</b>	
<b>Workshop—TLP</b>	
<b>VISTA &amp; Portal Workshop</b>	
24 Peer Mentors	\$ 960.00
Clickers (150)	\$ 6,000.00
Receiver for clickers	\$ 400.00
Adobe Photo Shop Software	\$ 5,425.00
Handheld technologies (4 for TeachBack Program, plus 2-year data service plans)	\$ 2,500.00
<b>TLP Support for Technology Consultant</b>	\$1,500.00
<b>Team Retreats in Spring '08 &amp; '09 to support Assessment and plans for course revisions</b>	\$ 600.00
<b>Total:</b>	<b>\$23, 935.00</b>

**Note: The campus will make significant in-kind contributions to this project through contributions of the FYE Coordinator (0.5 12-month time-base), academic librarian (0.2 AY time-base) and TLP support person (0.12 12-month time-base). Together these contributions equal approximately \$45,740 in faculty and staff time.**

\*This workshop will help us to create effective online training materials for future instructors. We do not plan to run the workshop in this form for pay in future years, but we will offer it as a helpful support for new course instructors who may need extra help to understand what the technological component requires of them.

\*\*Note that this is a one-time only training workshop. As future Peer Mentors will be recruited from UNIV 101, they will have received training in and have experience with the digital portfolio assignment. Additional training to help them teach the assignment will be provided during the spring credit-bearing course that all new Peer Mentors must take.

\*\*\*All Peer Mentors for fall '07 would receive this training because Vista is used in both the pilot and the regular sections of UNIV 101. We would like to provide direct support to students using Vista in as many UNIV 101s as possible.