Technology Vision Plan

2006-2007

College of Education
The University of Texas at Austin

Submitted by

The College of Education
The University of Texas at Austin

College of Education Technology Vision Plan Committee

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December 2005

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Summary of Requests

The College of Education (COE) has continued its steady advance toward the integration of computing and telecommunication technologies into all aspects of its academic, research, and service functions. The College's goal is to utilize these technologies to facilitate instruction, collaboration, and research, and to improve professional preparation in all components of its undergraduate and graduate programs. The College demonstrates its commitment to this goal by providing an educational environment enriched with high-speed data networks, numerous technology facilities, and the training and support necessary to make best use of these tools.

The College of Education is committed to providing a distributed technology environment, in which technology is available anytime, anywhere. The use of laptops and wireless networks has become increasingly widespread, and the College is working toward making technology available in a wide variety of settings, from campus classrooms and cooperative schools, to informal collaborative workspaces. The Laptop Initiative for Future Educators (LIFE), which is now in its seventh semester and requires all students in the teacher education Professional Development Sequence to purchase an Apple iBook, has certainly been a major impetus toward this vision of pervasive technology use, and continues to affect all facets of the College's planning for technology services and facilities.

The 2006-2007 College of Education Technology Vision Plan reflects the College's growing interest in two emerging trends in the use of technology in education. The first is the increasing use of handheld computing devices. A proposal to acquire two class sets of handheld devices, along with programming and other instructional software, will allow College faculty to develop new applications for their use in instruction, collection of data in the field, and student research.

The second trend is the growth in the use of laptops and wireless networks. This growth, in turn, has encouraged the use of collaborative assignments and other activities among students, and has highlighted the need for new kinds of technology workspaces. A proposal for a pilot project to create an informal laptop use/collaborative work area will provide students a place to work

together with their laptops and will allow the College to explore the uses of this new technology environment.

Other projects address existing critical needs of the College. A project is proposed to continue to support the needs of the Laptop Initiative for Future Educators (LIFE) program for technology tool kits in the fieldwork classrooms of apprentice teachers. The College also wishes to continue with the installation of projection systems in its classrooms and proposes funding to equip ten more classrooms. Funding is sought to purchase SPSS, a statistical software package essential to many College courses that has undergone a huge price increase over the past year. And a project is proposed to supply video conferencing kits to support undergraduate interns in Kinesiology and Health Education majors, as well as apprentice teachers and induction year teachers.

The budget requested for 2006-2007 is **$296,282**.

If there are questions concerning these projects or other information described in this report, please contact Dr. Paul Resta, Director, Learning Technology Center, College of Education *(resta@mail.utexas.edu).*

Overview of
Current IT Programs and Infrastructure

Mission and Goals

Through its mission of teaching, research, and service to the state and nation, the College of Education at The University of Texas at Austin prepares outstanding teachers and other educational leaders and advances society's knowledge of teaching and learning. An integral part of the College's mission is to prepare education professionals who understand, and are skilled in, the educational uses of technology. The College is committed to preparing educators who can effectively use and teach with technology so that they can, in turn, impart to their students the skills and knowledge necessary for a complex 21st century economy, with its critical need for workers who can use a wide variety of technology.

The College has worked to fulfill this mission by utilizing technology to facilitate instruction, collaboration, and inquiry in all its undergraduate and graduate programs. The College's commitment to this mission is demonstrated by its educational environment enriched with high-speed data networks, numerous technology facilities, and the training and support necessary to make the best use of these tools. In recent years, the College has carried this commitment further, working towards making technology available anytime, anywhere in a distributed technology environment.

The College's Vision Plan Committee has developed the following technology goals that have been addressed on an ongoing basis by previous Vision Plans and other technology initiatives:

- Continue systematic College-wide strategic planning of information resources and technologies that include all students, faculty, administrators, and staff.
- Develop high levels of technological competence in the College's students, faculty, and staff.
- Provide access to high performance digital services and global online resources to support teaching, research, and service.
- Provide access to information technologies for all members of the College community and provide the support and experience needed in a range of technology applications and environments likely to be encountered in the workplace of the 21st century "Knowledge Society."

- Infuse technology into all phases of teaching, research, and service and develop new models, tools, and strategies of instruction based on the latest technologies.

- Provide students, faculty, staff, and other community partners with online collaborative environments and network access, both on and off campus, to promote the sharing of the information they need for study, teaching, research and administration.

Programs

Laptop Initiative for Future Educators (LIFE)

The Laptop Initiative for Future Educators (LIFE), now in its seventh semester, is a major step toward the fulfillment of these goals. This groundbreaking initiative requires all teacher education students entering the professional development sequence to acquire a prescribed laptop computer and software, and is designed to immerse preservice teachers in a technology-rich learning environment of ubiquitous access to technology tools, Internet-based resources, and online communication systems in both their coursework and field experiences. Faculty and clinical supervisors are also equipped with the same equipment and software and are given curriculum development support.

This complex program requires considerable recurring funds for the salaries, equipment and resources necessary to effectively carry out its operations. Extensive training is provided to faculty and students. A wide array of peripheral technology equipment is available for checkout to students for multimedia assignments created with their laptops, as are loaner laptops when theirs must be sent for repair. The Laptop Help Desk provides walk-in technical support for students, and the Application Support Center (ASC) provides help with software. A coordinator manages this extensive range of efforts and resources, and provides information to other higher education institutions interested in developing their own laptop programs.

Several Vision Plan projects in recent years have addressed LIFE-related needs, such as the project to provide technology kits equipped with projectors, digital cameras, and camcorders to the apprentice teacher cohorts for use in their field experience schools, and the project to establish an application support center.

Learning Technology Center

The Learning Technology Center (LTC) supports the College of Education's instructional and research activities by providing computer, digital media, and telecommunications facilities, equipment, and services. Through the work of the LTC staff, many new technologies have been made available in the College in recent years. The LTC developed and maintains the College's computer

networks, both wired and wireless, and server system. Several large-scale technology facilities have been designed and constructed to serve faculty and students in five buildings, including a Distance Learning Classroom and Model Technology Classroom. The center also provides nine other computer lab facilities, with both Mac and PC platforms. These include an Assistive Technology Lab with specialized hardware and software to teach students about adaptive equipment for people with disabilities, and a Laptop Compatible Classroom where students can plug in power to their own laptops during classes. The LTC checks out peripheral equipment, such as digital camcorders, to students free of charge, and delivers equipment, such as mobile laptop labs, to College classrooms. (See "Infrastructure" section below for more details.)

The LTC's IDEA Studio assists College of Education faculty with the integration of technology into their curricula. Desktop technical help for College faculty and staff is provided by the Technical & Network Services team. The LTC also employs a Web Designer who maintains and updates the College's Web site and assists departments and centers with their sites. And through the leadership of its Director, Dr. Paul E. Resta, the LTC has been involved in a number of research projects and collaborative initiatives which advance the use of technology to meet the needs of teachers and students throughout the state and nation.

These wide-ranging, high-quality resources and services require a large and skilled staff. The LTC employs 21 regular full- and part-time employees and 33 hourly part-time employees. Its IT-related funding consists of ITAC allocations (LTC personnel handle all ITAC-related purchases, and the resources purchased for many ITAC projects are housed and managed in the LTC), and a percentage of the flat rate tuition that all College of Education students pay each semester. (See "Funding Sources" section below for more details.)

In addition to this college-wide program, some of the College's academic departments have IT personnel, for the most part concentrated on maintaining departmental Web sites. Each of the five academic departments also has a classroom equipped for instructional presentation with a "Smart Cart," containing a computer, document camera, VCR, input switcher, and projector, as well as 1-2 classrooms equipped with a ceiling-mounted projector and touchscreen controlled input system.

Infrastructure

Below is a list of the computer labs or IT-equipped classrooms within the Learning Technology Center and their resource specifications. All labs have PRS laser printing and image scanners available.

- Advanced Applications Lab, SZB 324: 40 Apple iBooks, wireless network, instructor console, dual rear screen projection.
- Distance Learning Classroom: Instructor console, rear screen projection, 2 video monitors, 3 video cameras and microphones, technician-operated, providing two-way interactive audio and video communications via the UT video network, satellite, telephone, or webcast.
- Multimedia Research and Development Lab, SZB 439A: 10 Power Mac G5s with Superdrives, 10 Del Pentium 4s with DVD burners, video and audio capture capability, instructor console and ceiling-mounted projection.
- Macintosh Lab, SZB 439B: 30 iMac G5s with Superdrives, instructor console and ceiling-mounted projection.
- PC Lab, SZB 439C: 24 Dell Pentium 4s with DVD burners, instructor console and ceiling-mounted projection.
- Model Technology Classroom, SZB 439E: 25 Apple iBooks, wireless network, instructor console with rear screen projection, 2 plasma screens.
- Open Lab, SZB 439: 6 Dell Pentium 4s and 6 17" LCD iMac with Superdrives. Always "open" for student walk-in use.
- Laptop Compatible Classroom, SZB 518C: Wireless network and power for student-supplied laptops, large screen projection, seating for 23.
- Assistive Technology Lab, SZB 518E: Specialized hardware and software to demonstrate accommodations for the needs of people with disabilities.
- Open Lab, SZB 536: 8 Dell Pentium 3s, 4 Power Mac G4s with Superdrives, and 10 laptop-use stations with power and wireless network. Always "open" for student walk-in use.
- Science Education Technology Classroom, in SZB 316: 30 iBook laptops in a mobile laptop cart and 4 science lab tables.
- Kinesiology Lab in BEL 844: 13 Dell Pentium 4s with DVD burners.

Additional computer equipment available for classroom delivery:

- Mobile presentation carts: 5 available in SZB, 2 available in BEL with Power Mac G4 or Dell Pentium 4 with PowerPoint, monitor, Zip, CD-ROM, and Floppy drives, wireless network connection, projector, and speakers.
- Mobile Laptop Class Carts: 1 PC laptop cart available in SZB, with 21 Dell Latitude C640 laptops, wireless network connection, projector; and 1 Mac laptop cart available in SZB with 24 iBooks.

Video editing facilities include:

- 3 Digital Video Editing Bays in SZB 537: Power Mac G5s with iMovie or Final Cut Pro.
- DVD Recorder in SZB 537.

- 2 S-VHS editing bays in SZB 537.
- Stereo Audio Mixing Room in SZB 537: Microphone, tape, and CD inputs with audio mixer, Power Mac G4 with audio editing software.

Other equipment available for student and faculty checkout includes:

- Mini DV Camcorders
- Digital Still Cameras
- iSight Cameras
- Image Scanners
- Apple and PC laptops
- LCD Projectors
- FireWire Hard Drives
- Conference Phones

The Learning Technology Center's Technical & Network Services team maintains the College's computer data networks and servers and works hard to continually update these systems. Pertinent data on these systems include:

- The Learning Technology Center oversaw the complete rewiring of the Sánchez Building and construction of new data closets. The College's switched data network now has 100% full duplexed 100 Mbps Ethernet connectivity with 1580 active network nodes spanning 5 buildings.
- 46 wireless access points provide wireless networking in 4 buildings.
- TeachNet, the College's mail, conferencing, and chat system has 2,042 users and averages 3,510 logins per day.
- The College has 33 servers, running Mac, Windows, and Unix systems.
- The College's Web server averages 15,050 requests per day.
- The College's Web site consists of over 260 pages and PDF files.

Current and Proposed Funding Sources for IT Programs and Infrastructure

- 19-9706-00—Annual Infrastructure Allocation and One-Time Project Allocation (ITAC Funding)
- 19-2638-22—Learning Resource Center Usage Tuition
- 14-7482-80—Deans Research and Support Account, which supports the Vision Award program. (See Vision Awards, Best Practices Section)
- 30-2101-27—UT Libraries UTOPIA Grant, which also supports the Vision Award program.
- 14-7482-55—Funding from the Department of Curriculum & Instruction to cover the purchase of certain LIFE program software applications.

Best Practices

The College has implemented several "best practices" in recent years. Following are short descriptions of those that have had the greatest impact.

Network Policies

Perhaps foremost among the College's best practices are the new policies governing data network use. These policies were developed by LTC staff, approved by the College's Management team (the Dean and departmental chairs) in January 2004, and went into effect in July 2004.

The policies require the registration of all COE computers with Technical & Network Services, so that they are aware of and have information about every computer connected to the network. A database of this information allows quick response to security breaches, such as rogue servers and other compromised computers. All College computers capable of running at least Windows 2000 or Mac OS 10.3.3 will be configured to verify logins with a centralized system using complex passwords. All computers maintained by the LTC Technical & Network Services will be set up with a basic security configuration "template," preventing them from running as servers without valid need and advance permission. These system settings allow administrative access to all University-owned networked computers, but the new policies protect users' privacy by strictly limiting the conditions under which the access can be used.

Implementation of the network policies has been piloted on Learning Technology Center staff computers since spring 2004, getting the "kinks" out of the procedures. New computers are now configured according to the policy procedures upon initial installation and preparations are underway for College-wide implementation on existing systems.

The new policies have begun to reduce the impact of viruses, operating system vulnerabilities, and hacking incidents. Technical staff spend less time managing these security breaches and can more easily distribute to College users the latest virus protection and security updates. Users also benefit from a more cohesive and seamless computing environment.

Vision Awards

The Vision Awards are certainly an example of a successful best practice. A 2002-2003 Vision Plan project proposed increasing technology integration in College of Education courses by tapping the technology expertise of UT students. The ITAC funded project, dubbed the "Vision Awards," began in 2003 with 10 projects. The program was able to not only continue but expand to 19 projects in

2004, with ITAC funding carryover from the previous year and additional funding from the Office of the Dean.

During its first two years, the program supported faculty proposals for technology-based projects that enhanced their teaching and that had potential to improve instruction in the College. Funded projects received up to 200 hours of technology-savvy student labor and up to $400 for materials and supplies. In the program's third year, funding was also received from the UT Libraries UTOPIA project, along with Office of the Dean funding. This allowed the program to revamp its structure. Projects that support K-12 instruction and can be featured on UTOPIA are now also supported. Four student employees with a wide range of technology development skills were hired to create a "Vision Studio" and work year-round on projects proposed in three yearly award cycles.

Vision Award projects have been an immediate boon to course instruction, benefiting hundreds of students each semester. The projects allow faculty to integrate technology activities into instruction in ways they have been unable to in the past. The program is making real progress toward the College's goal to improve instruction with technology. And with UTOPIA's involvement, College of Education projects have the potential to aide teachers throughout the state.

In-House Development of Management Applications

Another best practice has been the LTC's development of Web-based applications to assist with the management of its large staff of technical assistants. These applications have been developed by the student employees themselves, and include time clock and scheduling functions, a bulletin board forum where employees can discuss work procedures and issues, and the ability to generate statistics based on facility-use data. Student workers also recently expanded and improved a Web-based system for reserving LTC computer labs and equipment and tracking inventory.

Commercial products with similar capabilities can cost over $20,000. The time clock and scheduling functions alone, which generate accurate printed time sheets, save the LTC many hours of labor each month processing and correcting errors on handwritten ones. The application development maximizes the return on students' wages, who must be on duty for lab proctoring and equipment delivery, making full, productive use of their time when they are not busy with these tasks. The process has given the students real-world job experience while meeting critical departmental needs.

Trend Toward Laptop and Wireless Use

The move toward the use of laptops and wireless networking has achieved other cost efficiencies. This trend provides greater flexibility of access to

instructional technology and lowers the costs of equipping, maintaining, and staffing computer lab facilities. The creation of new laptop computing and collaboration spaces in the College (See Project "Pilot Program for a Collaborative/Technology Workspace.") will help to further facilitate this trend.

Through the Laptop Initiative for Future Educators, the use of laptops and wireless networking has even extended into the public schools to enrich the field experiences of teacher education students. The College is also currently piloting the use of laptops with iSight cameras and specialized videoconferencing software, iVisit, to allow students placed in field settings at great distances to remotely participate in teacher education courses and receive university supervision. This innovation could eventually allow many students to undertake their apprentice teaching in areas around the state, an option that would increase the College's ability to serve the entire state of Texas.

Another goal the College is currently working toward, the installation of ceiling-mounted projectors in most of its classrooms, will result in lower costs, because fewer deliveries of computer carts will be needed, and greater flexibility and convenience for faculty and students.

Use of Previous Academic Year Allocations (2004-2005)

For the year 2004-2005, seven projects were proposed with a total of $463,450 requested in funding. In September 2004, the College of Education received an ITAC allocation of $241,000. Five of the projects were partially funded; two were fully funded.

Infrastructure

1. **Installation of Permanent Projectors in Classrooms.** This project proposed continuing with the installation of ceiling-mounted LCD projectors in College classrooms to facilitate the growing use of laptop computers in the College and to reduce the need for computer cart reservations and deliveries. The project proposed installing equipment in 15 classrooms with a budget of $147,450; it was given an allocation of $97,780. In 2003-2004 a similar project had been allocated $79,582, but due to various delays getting cost estimates from Physical Plant, and careful consideration of numerous design options, no work was completed during the 03-04 year. With both allocations, totaling $177,362, 13 rooms

were equipped in spring and summer 2005 with projectors, screens and a small table with inputs and touchscreen controller.

2. **Data Network Improvements.** This project called for the upgrade of the Sánchez Building wireless network, from 11 Mbps to 54 Mbps. $30,000 was requested and this amount was allocated. This work has been completed. Some funding was left over and will be used to increase the number of wireless nodes in Bellmont Hall.
3. **Provide Mobile Laptop Computer Laboratories.** The College proposed purchasing 35 laptop computers and two mobile storage/recharge carts to create mobile computer laboratories. $56,000 was requested for these purchases. $3000 was allocated, enough to purchase one cart for the storage and mobile use of an existing set of laptop computers.
4. **Upgrade Model Technology Classroom.** The project requested $25,000 to replace this technology classroom's set of "clamshell" iBooks that were more than three years old. $25,000 was allocated and spent for the purchase of 25 iBooks.
5. **Renovate Technology Classroom SZB 316.** $50,000 was requested to renovate and equip this science lab/technology classroom facility. $30,000 was allocated. To date, $20,000 has been encumbered by Physical Plant for the renovation construction, scheduled for summer 2006, and $10,000 has been spent on laptop computers, laptop storage cart, and laptop power adapters.

One-Time Projects

6. **Support of LIFE Program and Technology Utilization in Field Experiences.** This project proposed the purchase of 10 iBook laptop computers for short term loan when students must send their own computers for repair, and 100 projectors for each of the schools in which LIFE students apprentice teach. $97,000 was proposed for the project, and $26,220 was allocated. This was enough to purchase one projector for each of the cohorts of apprentice teachers.
7. **Provide Student Application Support Center.** This project proposed establishing a support center for students to get help with software applications. $58,000 was requested for this project and $29,000 was allocated. The Application Support Center (ASC) was established in October 2004, and to date, $5019 has been spent on the salary of a student employee to run the center. The College will provide this service until the allocated funding is spent, and will then seek other funding to continue the program.

IT Projects for 2006-2007

Instructional Applications of Handheld Computing Devices

The power of handheld computing devices is increasing at a rate paralleling that of PCs. What was once a device most suitable for maintaining calendars and address books is now comparable to the personal computers of just a few years ago. Handhelds are capable of running spreadsheet, word processing, and graphing calculator software; storing and displaying PDF and many media files; connecting to a variety of probes to collect physical data for scientific applications; and attaching to a keyboard for easy data entry.

Many schools are exploring handhelds as a more economically feasible way to initiate a one-to-one technology environment. Faculty in the College of Education have expressed interest in the devices because their small size makes them a convenient tool for collecting data in the field, and several instructors would like to use them in statistics courses. The College wishes to examine the use of handheld technologies, and believes they can be an important means to achieve its goal to provide a distributed technology environment, in which technology is available anytime, anywhere.

The College proposes the purchase of two sets of handheld devices along with software and probes to allow faculty members and students to explore this technology and its applications in teaching, learning, and research. The College also proposes the acquisition of programming software to create custom applications for the devices. Faculty will propose ~FAST Tex, Vision Award, and UTOPIA projects for the development of custom handheld applications. Ideas already suggested include applications to support classroom observations of teachers, observations in behavioral studies, and documentation of skills acquisition in physical education classes. The proposal includes 500 hours of programming labor for these efforts. The first programs to be developed will be a tool to assess students' physical education skills for Kinesiology and Health Education instructors, and a system for field observation data collection for use in the Department of Special Education.

Budget Detail:

Palm T|X (75)	$22,425
Graphing Calculator Application (75)	$4,500
Various Science Education Software	$4,310

Programming Application (1)	$2,000
Initial Pilot Programming (500 hours)	$10,000
Palm cases and carrying cases for sets	$2,375
2006-2007 Budget Total	**$47,610**

Pilot Program for a Collaborative/Technology Workspace

College of Education students have repeatedly expressed a need for more collaborative workspaces in the College, as well as places where they can comfortably use their laptops with the wireless network. There are a growing number of faculty and students who own laptops, and the LIFE program has certainly accelerated this trend. Providing opportunities for laptop use in a variety of settings is a top College priority. In summer 2005, the Office of the Dean placed café tables and chairs in underutilized spaces in the building to create areas where students now frequently come together with their laptops to work on technology projects and coursework. There is substantial empirical evidence that shows the benefits of providing students with opportunities to collaborate in this way (e.g., Fink, 2004; Palincsar, 1998).

To facilitate this kind of collaboration, and as part of its goal to create a distributed technology environment in which faculty and students can use technology anytime, anywhere, the College proposes to further explore the use of these kinds of spaces by creating collaborative/technology workspaces. The College's wireless network has essentially transformed its buildings and lawns into one large "computer lab" and many faculty and staff feel that the era of the traditional multiple workstation computer lab is coming to an end. Although this proposal calls for only furnishings and electrical equipment, the College believes this kind of installation is at the forefront of a new trend in the use of technology in education.

The College therefore proposes the creation of a pilot collaborative/technology workspace in the Sánchez Building. Sufficient electrical outlets, including a floor outlet, and a large window make the open space at the southwest side of the third floor the best location to pilot this technology environment concept. The area will be furnished with comfortable chairs, tables for students to gather around, and power extensions for easy recharge of laptop batteries.

Budget Detail:

Round Conference Tables (5)	$2,000
Task Chairs (20)	$3,000
Chairs w/attached Tabletops (6)	$1300
Lay-Flat Power Extensions (3)	$300
Construction	$2500
2006-2007 Budget Total	**$9,100**

Technology Tool Kits for LIFE Program Field Experiences

Since the fall of 2002, the College of Education has required students in the professional development sequence of its teacher certification programs to have a laptop computer. The Laptop Initiative for Future Educators (LIFE) immerses future teachers in technology-rich environments so that they can become competent in using technology learning tools in their instruction. There are many aspects of the successful growth of the LIFE program, and an excellent technology infrastructure is among the most critical. Along with projects that support the College's technology infrastructure as a whole for the benefit for all College users, projects that foster the LIFE program more directly are also critical to allow for its continued success and evolution, and to relieve demands on College-wide resources.

2005-2006

The 2005-2006 project "Support of LIFE Program and Technology Utilization in Field Experiences" proposed the purchase of equipment to provide two "technology tool kits" for each apprentice teacher cohort, so that the apprentices would more easily be able to use their laptops and other technologies in their work out in the schools. The cameras, camcorders, tripods, microphones, and speakers expand the types of technology-integrated lessons and assignments possible, and the iSight cameras allow cohort members to videoconference over the Web, facilitating communication among the apprentice teachers and their facilitators. $110,610 was requested and $45,000 was allocated. This is enough to outfit about half of the technology kits that are needed, and the equipment is now being purchased.

Update for 2006-2007

In 2006-2007, the apprentice teachers' critical need for easily available technology equipment in the elementary schools will continue to increase. In addition, the LIFE program is now striving to better meet the growing needs of the secondary education cohorts of apprentice teachers who practice teach in middle and high schools. These students are in the Colleges of Liberal Arts and Fine Arts, so the impact of this project will benefit students beyond the College of Education. $65,200 will allow the College to outfit additional technology tool kits so that most elementary cohorts have two kits and the Liberal Arts and Fine Arts cohorts each have one kit. It will also provide for the installation of wireless network base stations at ten schools, so that the apprentice teachers in these schools can more easily use Internet and other network resources in their practice teaching.

Budget Detail:

Portable Projector and Bulbs (23)	$19,500
Firewire Cables (46)	$400
Digital Video Cameras and Cases (46)	$20,100
Digital Still Cameras, Memory Cards, and Cases (23)	$3,800
Tripods (46)	$6,000
Wireless Microphones (46)	$4,300
Speakers (23)	$1,800
iSight Cameras (46)	$5,300
Airport Extreme Base Stations (20)	$4000
2006-2007 Budget Total	**$65,200**

Installation of Permanent Projectors in Classrooms

The College of Education envisions its technology future as one in which the use of laptop computing is increasingly widespread. The number of faculty and students who own laptops continues to grow each year and the LIFE program has greatly accelerated this trend. Providing opportunities for laptop use in a variety of settings is therefore a top priority. The installation of projectors in all College classrooms will allow laptops to be used to facilitate instruction and student presentations without prior planning for projector reservation and delivery.

2005-2006

As stated above in the "Use of Previous Academic Year Allocations," this project received $79,582 in funding for 2003-2004 and an additional $97,780 in funding in 2004-2005. $80,000 in funding was allocated in 2005-2006. The College has used these funds to implement technology in 13 classrooms in Bellmont Hall and the Sanchez building in the summer and fall of 2005. Preparations are currently underway to equip an additional eight classrooms with the remainder of this funding in spring 2006.

Update for 2006-2007

The College remains committed to providing uniform installed computer projection capability in as many of its classrooms as possible, and requests funding for 2006-2007 to continue with the project to provide this capability to additional classrooms. The ultimate goal is to have projectors installed in all of the approximately 35 classrooms in the Sánchez and Bellmont buildings. The College proposes funding of $100,000 to outfit ten more classrooms. The classrooms selected for this round of technology implementation include: BEL 858, SZB 278, SZB 344, SZB 368, SZB 370, SZB 416, SZB 426, SZB 444, SZB 526, and SZB 536L. Five of these classrooms (SZB 278, 370, 416, 426, and 526) are used part of the time as general purpose classrooms, so those in non-College of Education classes held in these rooms would also benefit from the added technology.

Budget Detail:

Classroom projection capability	$100,000
2006-2007 Budget Total	**$100,000**

SPSS Statistical Software for College Computer Labs

Recent changes in the licensing structure and pricing for SPSS statistical software have seriously affected the College of Education's ability to provide this software for its faculty, staff, and students in the Learning Technology Center computer labs. What previously cost $3,348 per year is now quoted at $43,822, and as a result, the software is now available for use on only a very few computer lab workstations. This software is used by many of the departments in the College, including Curriculum & Instruction, Educational Psychology, and Kinesiology and Health Education, in both undergraduate and graduate classes. This project would fund the purchase of SPSS network licenses for the Bellmont and Sanchez Building computer labs to restore broad access to this critical software application. The proposal includes the cost of both initial licensing fees and the first annual maintenance fees. The Learning Technology Center should be able to cover the subsequent yearly fees with its usual software budget.

Budget Detail:

SPSS Base	$16,424
Advanced Models	$13,699
Regression Models	$13,699
2006-2007 Budget Total	**$43,822**

Video Conferencing and Observation Kits for Remote Support of Interns and Apprentice and Induction Year Teachers

As noted in the Best Practices section, over the past two years the College has explored the use of laptop online videoconferencing to support apprentice teachers and graduates in their first, or induction, year of teaching. These activities have proved very successful. The equipment allows faculty to interact with the teachers and observe their work, without time and money spent traveling to remote locations, so that they can provide better and more frequent support of these teachers.

Majors in the Department of Kinesiology and Health Education's (KHE) undergraduate programs, especially those in Sport Management and Health Promotion and Fitness, would also benefit from use of this technology as they pursue required internships in a variety of settings, including professional sport teams, sport equipment companies, and health clubs.

The College proposes making 30 kits of the necessary equipment available for use with apprentice and induction year teachers and KHE interns. The digital video camera, tripod, and microphone allow the remote teacher or intern to record their work activity as it is viewed online by the College of Education instructor. Later the two can videoconference with the iSight camera to review and discuss the recorded activity. The Web and freely available communication technologies, such as iChat and AIM, allow for easy online videoconferencing.

Budget Detail:

Firewire Cables (60)	$550
Digital Video Cameras and Cases (30)	$13,200
Digital Still Cameras, Memory Cards, and Cases (30)	$5,100
Tripods (30)	$4,200
Wireless Microphones (30)	$3,000
Speakers (30)	$900
iSight Cameras (30)	$3,600
2006-2007 Budget Total	**$30,550**