

### From the department



Often we spend too much time at the keyboard. An active fifteen-minute break, can help prevent or reduce physical

problems. The campus has many paths and trails- and the Art Museum in Bixler, is the perfect place to get in some walking and culture.

When working on your computer, position it so the screen is at eye level. Avoid hunching your shoulders and craning your neck. To reduce eyestrain, blink more frequently, turn down the brightness and contrast slightly, and look away from the screen every few minutes.

Take a break at least every 30 minutes. Change your position, get up and move around. And as often as you can during the day, do the following series of exercises:

**Shoulder Rolls:** circle shoulders slowly, rolling 4 times toward the back- repeat to the front. Take a deep breath, as you exhale slowly turn your head to look over one shoulder. Repeat to other side. Repeat 4 times.

**Reaches:** reach as high with one arm as you comfortably can, hold for a count of 10. Relax, repeat with other arm.

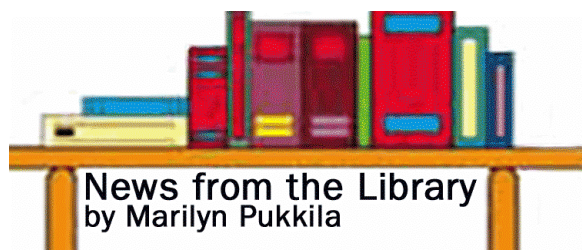
**Low Back Stretch- seated:** with your feet flat on the floor, relax forward in your chair, letting your arms slide down your legs. Let your head hang.. Take a few slow breaths, then VERY SLOWLY roll back up to sitting, "walking" your arms back up your legs. Keep your head down until your back is straight.

**Hand Reliever:** spread the fingers, hold for a count of 5. Relax. Repeat 4 times.

All of us in ITS and the Library wish you continued success in your research and studies this semester. The Faculty Staff Support Center (x3888) and the Student Support Center (x3666) are available to help. The ITS ([www.Colby.edu/its/](http://www.Colby.edu/its/)) web site contains many useful resources.

In this issue...

News from the Library .....	p.2
News from Admin ITS.....	p.3
Why the Internet is Slow.....	p.4
Online Forums.....	p.6
Classroom Discussions.....	p.7
Kudos!.....	P.8
New ITS Staff.....	p.9
Copyright & the TEACH Act .....	p.10
Self-Paced Training.....	p.11



Miller Library has several new technology and media developments to share. In the Interlibrary Loan Department, we have upgraded our Ariel software and soon hope to send articles to our Colby patrons electronically! Patrons would receive their articles sooner, and we would save paper. We are also working on connecting a microform reader to our Ariel station, which will allow us to scan materials directly from microform when sending articles in this format to other libraries. This, too, will save paper and possibly provide a better quality copy to our ILL partner libraries.

Looking for videos, books on tape, Reference CDs, or even vinyl records of literature being read aloud (in some cases by the authors)? We have collected all of the multi-media items in Miller's collections and put them into the space between the reading room (outside Special Collections) and the Reference area (where the current newspapers are now kept). We're in the process of establishing the necessary machines in that area as well, along with

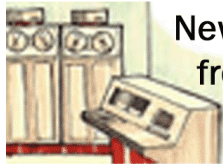
the Government Documents on microfiche and film. Film viewers take note: no more opening cabinet drawers – all the videos are lined up on the shelves, as are the audio book packages and the LPs. Audio tapes and Reference CDs are in separate cabinets.

The software at the Miller Reserve desk also underwent a change. We now have only 3 items on disc: Dreamweaver4 HOT exercise files, MacRescue 2002, and WinRecover 2002 (PC). You'll need to get in touch with ITS about any other software you might need, though the library does have a number of manuals for various software programs. To see what's available, go to the Library Catalog and search the Reserve link under "ITS" (either Professor or Course).

#### **Excel Tip: the “Workspace”**

A shortcut to launch several Excel files at once is called a workspace.” To make one:

- 1.open all the files you want to include in the “workspace.”
- 2.in any file, go to the Save menu and choose Save Workspace.
- 3.name the shortcut and place it where you want it.
- 4.From now on, double-click the Workspace icon (looks like an Excel doc) to open all the files at once.



**News  
from Administrative ITS  
by Cathy Langlais**

New procedures this fall have helped create a more uniform web presence for departments and faculty .

Foremost are the new Profile pages that will provide a presence on the web for every faculty member and eventually every staff member. This CARS generated page replaces the old paper telephone book and provides an updateable professional page faculty can customize.

Faculty may see their profile at:

[www.colby.edu/profile/xxxxxx](http://www.colby.edu/profile/xxxxxx) (where xxxxxx is your login).

Departmental budget processes will go more smoothly now that the Budget Request Cycle System is in place on the web. This procedure, which includes a two-year budget history and automatically calculated variances, streamlines requests for summer temporary staff and student workers.

Event Scheduling has added new publicity and conference features in addition to room and place scheduling. Corporate Time has a

large number of features including proposed and group schedules. Corporate Time licenses are available for faculty and staff. A link from the internal home page [www.colby.edu/corptime.html](http://www.colby.edu/corptime.html) allows users to check their schedule both on and off campus.

New web services for students include Career Service's Internship Application Process to allow students off campus to access internship application forms. This simplifies access and makes the forms available at any time. The Student Post Office replaced notification notes in student mailboxes with an email to those who have received packages. Students also submitted proposals for the Research Symposium via the web this spring at this site: [www.colby.edu/sturesearch/ressymposium/](http://www.colby.edu/sturesearch/ressymposium/)

The Web Management Committee instituted a series of web standards and policies, <http://www.Colby.edu/web>, that were implemented in most departmental sites this summer. Departmental sites now offer a more uniform web presence without sacrificing individuality. Maintenance issues have been minimized, and generic data can be updated from the Communications Department.



## WHY is the Internet at Colby so Sloooooow?

by Dan Siff

*Internet File Sharing causes major problems that you can help prevent.*

Since returning to campus this fall, have you noticed sluggish Internet performance—downloads taking longer, web sites loading slower, even timing out? If so, you're not imagining things. There is an Internet bandwidth shortage at Colby. This seems hard to believe, since we doubled our external capacity in early September. Yet instead of seeing a wide-open Internet connection, we saw the opposite – traffic gridlock and overutilization. While we continue to work on solutions, everyone on campus needs to be aware of the impact that their computer has on the network.

The problem is caused by file-sharing (also known as peer-to-peer, or P2P) applications such as Napster, Gnutella, and most recently Kazaa. The current version of Kazaa, v2.0, is wreaking havoc on networks around the country. When installed, by default these applications allow users all over the Internet to download files from your

computer and use every bit of bandwidth you have – leaving little for you or anyone else on the network. On the Colby campus, where everyone shares an Internet connection, 'anyone else' means the entire school. The end result is that there is no room left on the network to process your request for a research-related website because the network is tied up with other users (mostly from off-campus) downloading your neighbor's MP3 collection.

P2P file-sharing applications are a double-edged sword. They exact a high price for offering you access to various types of music and videos. In addition to taking up all of your bandwidth, they install hidden "spyware" programs and open your system to unknown users. You - and only you - are responsible for not only what you download from other people, but for what other people download from you – without you knowing it, you could be breaking federal copyright laws.

ITS urges all computer owners to be aware of this problem by being mindful of their network use and reading all policies and information concerning P2P file sharing applications. Here are some suggestions for dealing with P2P software along with links to important ITS web pages on this issue:

**1. Know if you have P2P software on your system, and know if it's running or not.**

Closing the program doesn't shut it down – people can still download your files in the background. If you aren't sure if you have it, or can't tell if it's running, ask a friend or the ITS support center.

**2. Discontinue or limit your usage of P2P software.** Uninstalling P2P software is difficult, but not impossible.

Detailed information is available at [www.colby.edu/info.tech/news/stories/kazaa/](http://www.colby.edu/info.tech/news/stories/kazaa/).

**3. Set Limits. If you insist on running P2P software,** you are doing so at your own risk – but at least change settings under the tools / preferences (or options) menu to cut off external users and improve your performance:

- Don't automatically 'launch' the software when you start your computer
- Disable sharing of files with other users (this is sometimes an option)
- Limit the number of incoming connections to 0 or 1 at the most.
- Limit the number of simultaneous downloads to 3 or fewer – this will improve your performance as well as everyone else's.

**4. Stay informed of ITS advisories and policies.** Whether you read them or not, by using the Colby network you are subject to all ITS policies. All advisories and usage policies can be found at [www.colby.edu/info.tech/policies/](http://www.colby.edu/info.tech/policies/)**5. Share the Knowledge.** If you see others using P2P software, tell them what you know. This especially applies to campus Internet users, but includes all users of the Internet.**6. Be mindful** of the programs you install on your computer. Don't let other users take up your computing resources! -**CONGRESS ADDRESSES ILLEGAL FILE SHARING ON U.S. CAMPUSES**

Representative Lamar Smith (R-Tex.) stated in a recent Chronicle of Higher Education, 14 October 2002 that students who "would never shoplift a CD ... think nothing of accessing the same CD for free online.". Smith is a member of the House Judiciary Committee, which is currently considering several bills that address the growing problem of piracy, both of copyrighted entertainment and of software. You can see the full article here: <http://chronicle.com/free/2002/10/2002101401t>.



## Online Forums by Zachary Chandler

Information Technology Services announces the launch of a new tool for fostering the productive use of technology to augment the classroom experience – online forums. Forums provide a method of continuing discussion outside the classroom in a user-friendly environment that is accessed by a web browser.

In the past, ITS facilitated the faculty's use of "guest book scripts" to perform the role of discussion medium; the new forums offer several advantages over the earlier procedure. In each forum, a moderator (the professor) initiates a topic thread and monitors the discussion. "Threads" constitute one of the major advantages of the new forums; they allow each contribution to spawn a discreet subset of the discourse, allowing for exploration of interesting tangential discussions while maintaining the clarity (and ease of navigation) of the main topic. Users can follow threads of particular interest by having posts to that thread update them automatically via email.

Technologies of this kind not only allow students and teachers to more fully develop discussion points, but also encourage participation. Students have time to

consider their comments, and, through the new format, edit or delete their posts, even

after they have submitted them to the forum. Faculty moderators can delete any inappropriate posting at any time. Access to the course forum requires a password, and only enrolled students can post comments.

Any faculty member can initiate a new forum by sending an email request to Keith ([kamcglau@Colby.edu](mailto:kamcglau@Colby.edu)) and possibly other groups will be allowed to request forums in the future. Through automation and the capable guidance of Keith McGlaufflin, our Web Technology Specialist, a forum can be created within forty-eight hours of the request. The new forums are definitely easier to set up and maintain than the previous guest book scripts and offer more functionality for extending discussions outside of the classroom.

To see how the forums work firsthand, faculty may schedule an appointment with either Jackie Tanner ([jmtanner@colby.edu](mailto:jmtanner@colby.edu), x3657) or myself ([zechandl@colby.edu](mailto:zechandl@colby.edu), x3898). We can sit down and give you a demonstration, or give you direct access to a working test forum, which you can access at your leisure. We are dedicated to keeping the faculty abreast of technological improvements, and helping make constructive use of our resources.

## Extending Classroom Discussions

by Ira Sadoff

This fall, thanks to an idea from Karen Karbenier, I began using Internet forums in all my classes. The idea of the forum is to ask a focused question about the reading and to allow free form debate (uninterjected) among the students. So students take a posed question or statement and run with it for a couple of paragraphs (questions such as "In poems x, y, and z Dickinson debates or interrogates questions of desire and autonomy: what are the pleasures and pains of each in these poems?"). Students argue with each other, support each other, amplify and intensify previous forum participants; students can re-enter the debate and add to their own contributions. Students voice confusions as well, and all of their contributions help shape my pedagogy for the following class. As a result, when we discuss the work in class students more actively participate in discussion and have a larger stake in the work. I don't grade the individual comments. In larger classes, shy students get to be equal partners with more vocal ones. In some classes I ask a question each week; in other classes I might ask questions when a particularly challenging essay or long poem will be discussed. The discussion counts toward

the students' grade in the same way class participation counts toward their grade. The forums are integral parts of a writing-intensive literature course,

As always, ITS labored hard and long with me (in this case particularly Keith and Jackie) to make the forum easy to access and available only to my students. Thanks folks.

### The Magic Box: a History of Computers in the Classroom

(Radio Program) by Mark Warschauer

[http://soundprint.org/radio/display\\_show/ID/1158/name/Magic+Box](http://soundprint.org/radio/display_show/ID/1158/name/Magic+Box)

"Today, the computer in the classroom is ubiquitous. But how did it get there? Was it an organic process, or was it driven by manufacturers looking for a new place to push their machines? Turns out it was a little of both - altruism and profit. Hear from the people who started it all; the teachers who were the very first to use computers in the American classroom, and the salespeople who put them there."

**KUDOS!**

To **Paula Krog** for a smoothly run Colby Computer Connection. ITS, SCS, LRC, and student volunteers helped students get connected to the network, install the Office Suite and Eudora, and set up their printers. Of approximately 1100 students contacted during these three days, 350 requested assistance. Next year's efforts will probably concentrate on first-year students; returning students will get assistance by request.

To **Jane Robertson** for a successful computer distribution project. During a twelve week period this summer, Jane and her crew, including Vicki Hendsbee (Art Department), three student workers and two CBE technicians, upgraded approximately 300 computers and 30 printers. They received the new equipment, loaded standard Colby software on each machine, picked up the computers to be replaced, transferred data, made back-up cd's, delivered and set up the new machines. The machines being replaced were wiped clean of data and either reallocated on campus or donated to local schools.

They had assistance from **Chris Christensen** and her student worker, who ordered, inventoried and tagged all the arriving equipment, **PPD**, who brought the forklift (usually on short notice) to help unload the trucks, and the **Lovejoy custodians**, who removed the boxes and bags of packing material.

To **Brian Zemrak** for managing a successful wiring upgrade. Phase 2 of the network wiring upgrade took place this past summer in Eustis, Miller, Roberts, and Lunder. The project was outsourced to Dinsmore Communications, supervised and managed by ITS. The new (Category 6) wiring now in place in these buildings enables the electronics to run at their full potential of 100Mbps. Last year Lovejoy, Keyes and Mudd were upgraded to Cat6 wiring. Next summer phase 3 will complete all academic and administrative buildings.

**Congratulations:**

To Barbara Nelson of the Spanish Department for her recognition by the MERLOT Organization's Awards Program for Exemplary Online Learning Resources. She was recently presented with the Editors' Choice Award at the MERLOT International Conference in Atlanta, Georgia:  
[www.merlot.org](http://www.merlot.org)

**New ITS Staff:**

**Zachary Chandler**, language technology consultant, assumed his responsibilities in Lovejoy 404 in August after Jon Reinhardt's departure to Penn State. Zach was born in Laconia, New Hampshire and grew up in New Hampshire's Lakes Region. He attended the University of New Hampshire receiving a bachelor's in Linguistics. He recently completed a master's program in East Asian Studies at Duke University and sorely misses Duke basketball and Southern cooking but the New England climate suits him better. He and his wife Kristin Dascoulias enjoy outdoor activities such as hiking, skiing and snowboarding. They have no children but do have two cats "Kiki" and "Cleo", the former shrewdly named so that future children could avoid the nickname.

**Dan Siff** fills the network specialist position vacated by Dan Connolly in early spring. Dan recently moved to Maine from Boston where he worked for Genuity (formerly BBN/GTE Internetworking) as an Associate Network Engineer. Prior to that he worked as a Network Administrator for the University of Colorado at Boulder, where he also completed a B.A. in Architecture (1997) and

a M.S. in Telecommunications (1999). Aside from moving this past summer, he married Lia Morris, of Southwest Harbor, Maine. They met at school in Boulder in 1992, and were married on September 1st in Southwest Harbor. The two have settled in Oakland where they live with their two cats, Blake and Rice. Aside from networks and information technology, Dan's interests include old time music (especially bluegrass flat picking), railroads, tennis, and, of course, the great outdoors.

**Email Hoaxes**

by Rurik Spence

Hoaxes have been with us throughout history. Once they were spread via print or other media, or word of mouth:

[www.museumofhoaxes.com](http://www.museumofhoaxes.com)

But now, email is the preferred medium:

[www.urbanlegends.com/ulz/index.html](http://www.urbanlegends.com/ulz/index.html)

Not sure about an email you've received? The ITS Virus Web Page contains links to hoax descriptions and legends- you can use the resources there to avoid participating in a hoax:

[www.colby.edu/its/viruses/](http://www.colby.edu/its/viruses/)

## **The Technology, Education and Copyright Harmonization Bill (TEACH)**

[www.ala.org/washoff/teach.html](http://www.ala.org/washoff/teach.html)

While "fair use" still dominates nonprofit use of copyright materials, a new bill – the Technology, Education and Copyright Harmonization (TEACH) Act of 2001 – eases earlier restrictions and redefines guidelines for online usage. Ken Crews, Associate Professor of Law and of Library and Information Science, and Director, Copyright Management Center, Indiana University-Purdue University at Indianapolis, has posted a new web page on the TEACH legislation regarding copyright at nonprofit educational institutions.

According Crews (who generously gave permission for this reprint) "Much of the law is built around permitting uses of copyrighted works in the context of "mediated instructional activities" that are akin in many respects to the conduct of traditional classroom sessions." The full description of TEACH is available at: [www.ala.org/washoff/teach.html](http://www.ala.org/washoff/teach.html) and the Copyright Management Center's quick guide web page and sample

permission letters is available at: [www.copyright.iupui.edu/quickguide.htm](http://www.copyright.iupui.edu/quickguide.htm).

Other important web sites related to copyright issues can be found on the Center's site as well.

These requirements generally mean that educators must take two steps before digitizing an analog work. First, they need to confirm that the exact material converted to digital format is within the scope of materials and "portion" limitations permitted under the new law. Second, educators need to check for digital versions of the work available from alternative sources and assess the implications of access restrictions, if any.

Colby is already compliant with the new recommendations as ITS maintains a web page([www.colby.edu/info.tech/policies/](http://www.colby.edu/info.tech/policies/)) with links to campus policies that have been approved by the Information Technology Committee. This page includes links to both the Ethics policy and the DMCA Copyright Processes in place at Colby College. A Chronicles review of the new legislature can be accessed at:

<http://chronicle.com/free/2002/09/2002092701t.htm>

## **Self-Paced Training at Colby**

by Wendy Rancourt

Colby provides a wide range of software for use by faculty, staff and students. It takes time to master even one of these applications. How can a small ITS staff offer enough workshops so the whole Colby community can significantly improve its skills in all of them?

The answer is, we can't. Group workshops, while fine for the fundamentals, can't address the myriad needs of all. Scheduling can also be a challenge. So much technical and human resource-related training is now done "just in time" and is specific to individuals' projects and files. That's why we do so much more individual consulting now than in previous years.

Which takes us back to our small ITS staff. Try as we might, we're not always available when needed! That's why we've expanded our offerings to include a variety of self-paced training products on not only the software we support at Colby, but on just about anything anyone could want to know about information technology. These products can't take the place of live help,

but they can sometimes bridge the gap, particularly for self-directed learners.

**VTC (Virtual Training Company):** online, can be accessed on or off campus from any computer. A full lineup of titles, from A+ Certification to XML and everything between! We have a small number of licenses for this service- for logon instructions go to [www.colby.edu/its/howtos/training.html](http://www.colby.edu/its/howtos/training.html).

**WebSavant:** installed on all the Windows computers in the Miller Street lab and the 12 iMacs in the right wing of Lovejoy 400. Covers all aspects of Web Authoring using HTML.

**Learn Dreamweaver by Lynda Weinman:** installed on the 12 iMacs in the right wing of Lovejoy 400. Covers all the basic Dreamweaver concepts.

**ElementK:** interactive, online. Covers a variety of software supported at Colby. We are evaluating this product for campus wide licensing. Try the demo at [www.elementk.com/e-learning/htm/freecourses.asp](http://www.elementk.com/e-learning/htm/freecourses.asp) and contact me (x3641,wmrancou) if you'd like a license.