

STC

Student Technology Center
Faculty Services

supporting faculty, supporting students



Student Technology Center

Faculty Services Portfolio

Spring 2014



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Faculty Services Portfolio



WHY STC FACULTY SERVICES?

Students can stumble in courses because they don't know how to use the software needed for assignments. There is a solution!

OUR MISSION

The mission of the Student Technology Center is to *teach* students the technology needed to complete their coursework, *collaborate* with faculty on the use of technology in courses, and *develop* the professional skills of our student staff.

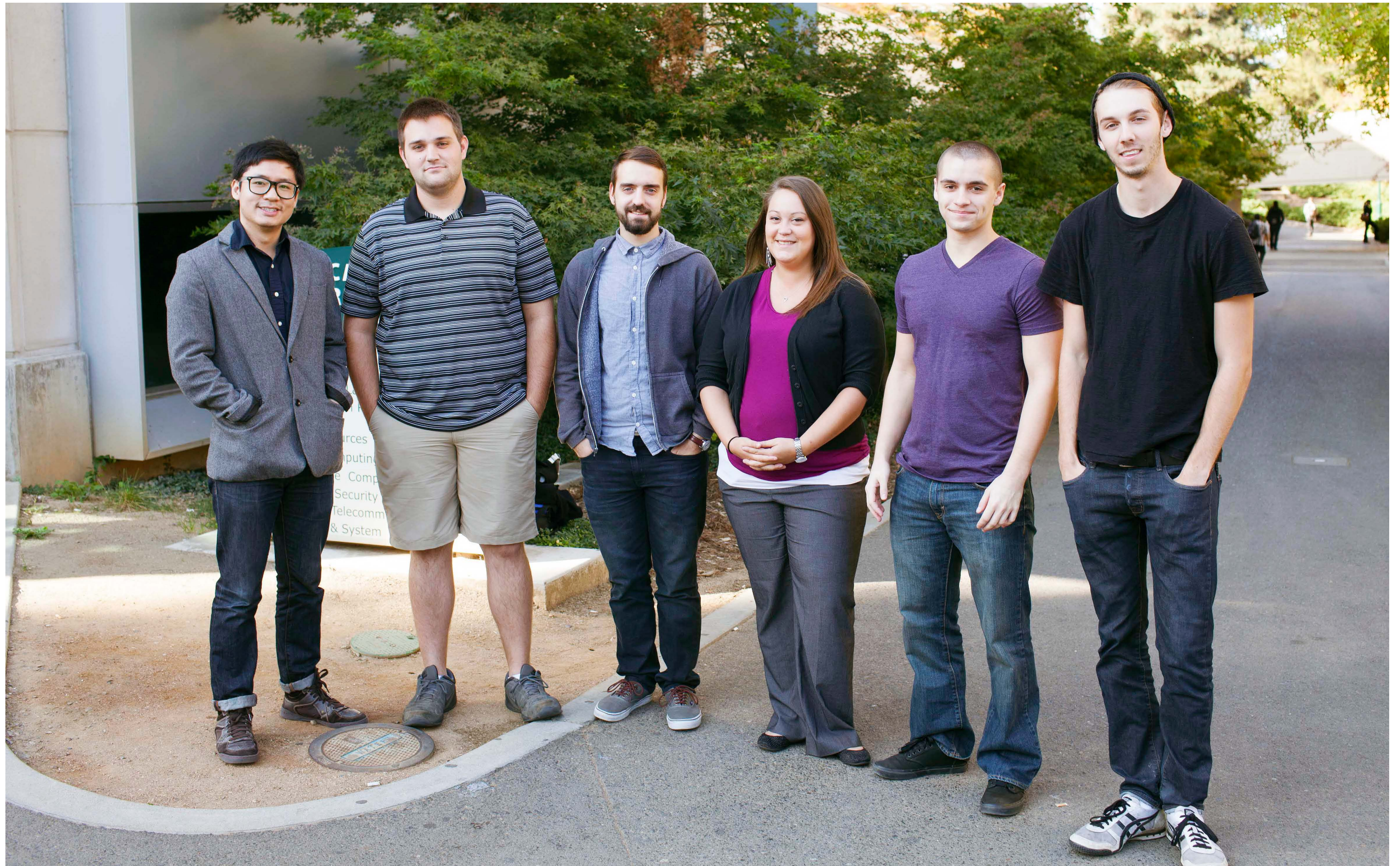


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AIRC 3008



AIRC 3008



AIRC 3007

FACULTY COLLABORATIONS

SERVICES

- Design and teach course specific workshops in your classroom or ours.
- Refer your students to our general workshops offered throughout the semester.
- Present an “Overview of the Student Technology Center” to your class.
- Teach your students how to use SacCT (Blackboard) in your classroom or ours.
- Tutor your students in the use of technology and software needed for your class assignments.
- Provide large-scale printing resources for students with a direct course need.



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Rockin' Out Amplitudes

QUESTION:
Will the resulting amplitude of a water wave change when a rock is dropped into the water from different heights?



Distance (cm)	Height (cm)
30	10.1
60	10.1
90	10.05
120	10.2
150	10.15

Materials:
 One rock weighing 23.14 g
 One 14 Quarts container
 A minimum of 6 Popcicle sticks
 Measuring Scale
 2 Meter Stick
 10 Quarts of water
 Paper
 Pencils
 Paper towels
 Rain jacket
 Rain boots

Procedure:
Step One: Fill your 14 quarts container with 10 quarts of water.
Step Two: Have all group members put on their rain boots and rain jackets, there will be a vast amount of water splashing!
Step Three: Measure the weight of your rock to confirm that it is 23.14 g. This will be your independent variable.
Step Four: Place your two meter stick at the top of the water level (at the same distance). It is important that the meter stick lie at the surface of the water because you will be dropping your rock from various heights from the surface of the water. You might want to have one group member just simply to be holding the meter stick.
Step Five: Place a popcicle stick into the water and measure how far up the water goes on the popcicle stick. Remove the popcicle stick from the water and draw a line with a pencil to make clear this is where the surface level of the water hits the popcicle stick. You can make this same mark on all other five popcicle sticks.
Step Six: You will now drop your rock from several different heights. The rock will be dropped from 30, 60, 90, 120, and 150 centimeters. Place your rock exactly at 30 centimeters and release the rock straight down towards the water. Remove the popcicle stick and see how far up the water line splashed from the original water line was at. Draw a line where the water splashed. Repeat this step for the other increments from 60 to 150 centimeters.
Step Seven: With all your popcicle sticks that have measured each rock drop, use your two meter stick to measure the difference between the original water line to the line created by the rock drop. The original line will start at 10.05 centimeters and you should start your measurements there.
Step Eight: Record and analyze your data.

Conclusion
 In conclusion, dropping the same rock from different heights did not change the water wave's amplitude which went against our expecting hypothesis and what should have happened. If we had dropped the rock from a higher height, then we may have been able to notice more of a change in amplitude. The amplitude probably changed but it was too small to notice with our naked eye. A phenomena related to what our findings should have been is when someone pumps into a pool, the amplitude of the water does not stay the same when the same person pumps from a high dive as opposed from the ground into the pool. Further study that can be pursued is dropping different weighted objects from a single height and observing if the amplitude changes. Also students can observe the amplitude of the water wave when dropping objects from different heights.

Analysis
 The findings did not seem to be what we were expecting. What should have happened is that the amplitude should have increased as we dropped the rock from different heights. However, the amplitude is directly related to energy. A high energy wave is characterized by a high amplitude and a low energy wave is characterized by a low amplitude. When an object is free falling from a higher point, it has more time to acquire velocity. In other words, the object has more time to accumulate energy. This is because a free falling object is solely under the influence of gravity. In scientific terms, however, air resistance is so minor that it does not need to be considered when measuring the velocity of a free falling rock. Gravity accelerates approximately at 10 meters per second. Therefore a free falling object also accelerates approximately at 10 meters per second. Thus an object dropped from a higher point should accumulate more velocity and energy than an object dropped at a lower point and should therefore create a higher wave amplitude when dropped from a higher point.
 In our experiment, we did not observe a noticeable change in wave amplitude when we dropped the rock at different increasing heights. This is probably because the change in wave amplitude was not significant enough to measure with the naked eye.



References
 Conceptual Physics by Hewitt
 Physics 101 Laboratory Workshop by Jackson and Armstrong

Group members: Martin Hanny, Amy O'Leary, Jacoby Ruzman, Ken Barlow, M. Xiang, Michelle Sussman

Terms:
Amplitude: The distance from the midpoint to the crest of the wave.
Wavelength: The distance between successive crests of a wave.
Gravity: The force that attracts a body toward the center of the earth, or toward any other physical body having mass.

“ Most helpful is that students have the opportunity to print one free poster per semester with student assistants who can help us design them. ”

POSTER CREATION USING ILLUSTRATOR

FACTS


- Dr. Charles Armstrong
- Physics and Astronomy
- Physics 107
- Conceptual Physics and Scientific Inquiry
- 90+ students
- Assignment: create posters.

PROBLEM

- Students required to digitally design and print a large scale poster detailing an assigned physics and astronomy concept.
- However, students lacked software skills to design their poster and complete the assignment.

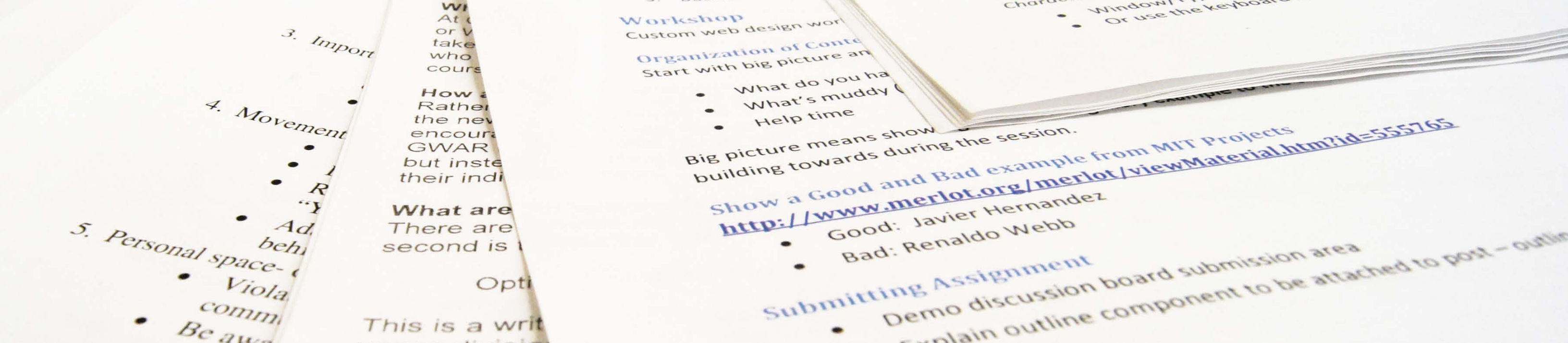
SOLUTION

- The STC created a beginning Adobe Illustrator class teaching the skills students needed to create a poster.
- Students gained the skills needed to insert images, text, charts, tables, and other needed poster elements.
- Students were provided hands-on time to use Illustrator with expert help available.
- Students had posters printed at the STC at no cost.

A young woman with blonde hair tied back, wearing glasses and a bright pink zip-up jacket with a crest on the chest, is seated at a desk. She is looking at a silver Apple laptop on her left and writing in a spiral notebook on her right with a black pen. The desk is cluttered with papers and a pen. In the background, there are yellow posters on the wall and a vase of flowers on a side table.

“ I liked the idea of making an automated table of contents. It will be most helpful in writing any future papers. I also really liked learning about headings, styles, and how to use them in a paper. Great class. ”

MICROSOFT WORD FOR RESEARCH PAPERS



FACTS

- Dr. Margaret Arballo
- English
- ENGL 11
- Academic Literacies II
- 65+ students
- Assignment: write comprehensive research paper.

PROBLEM

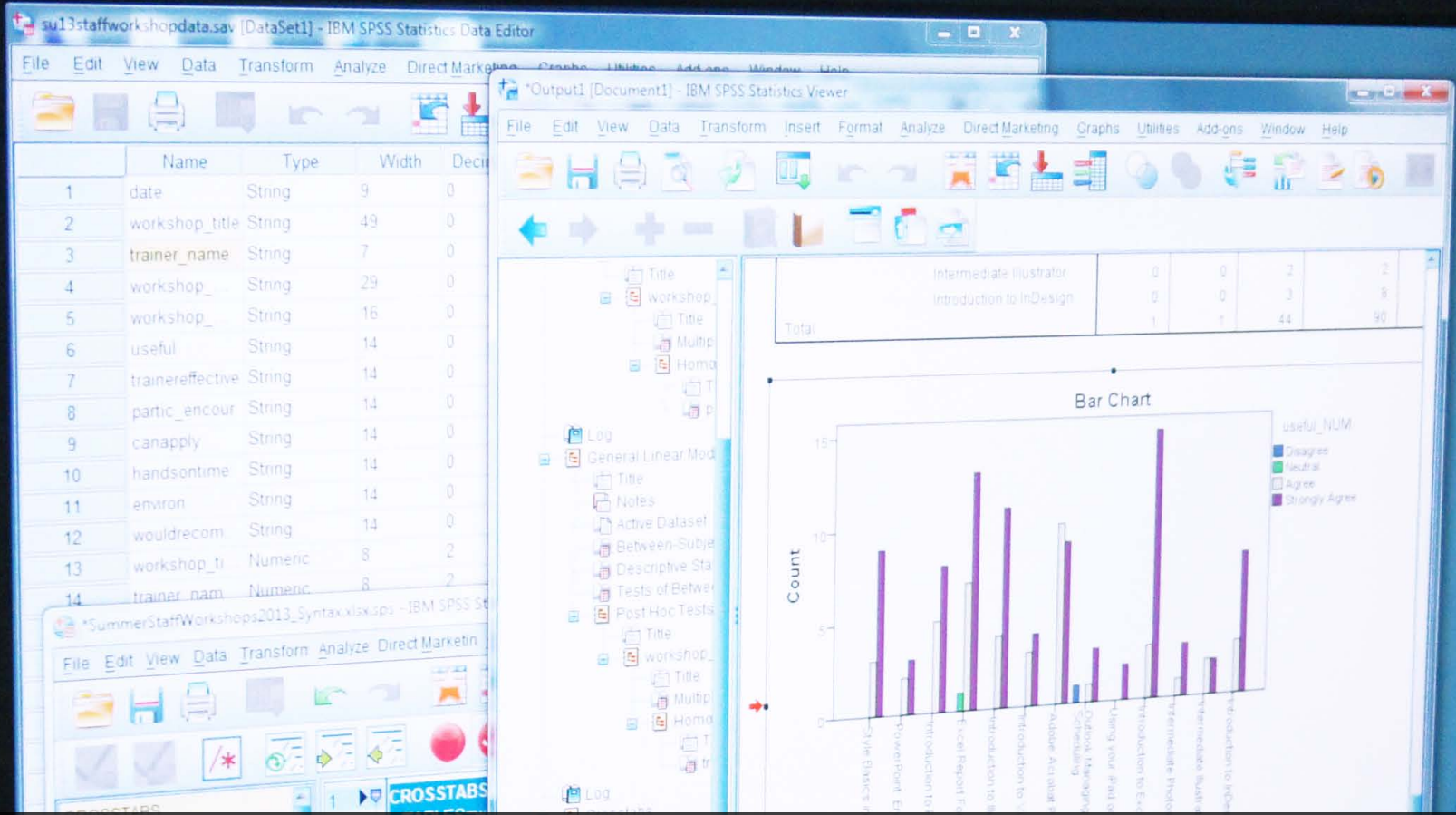
- Students required to write a research paper using the MLA style in Word.
- However, students lacked sufficient software skills to do so easily.

SOLUTION

- Delivered a custom workshop to teach Word formatting tools.
- Students learned how to insert one inch page margins, citations, a works cited page, page numbers, and manage styles.
- Students had hands-on time to practice formatting an MLA research paper with expert assistance available.

“ This is a really great workshop! I learned skills I can use in all of my classes. ”

SPSS FOR STATISTICAL ANALYSIS



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TEMPORARY  
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GLM useful_NUM trainereffective_NUM partic_encour_NUM canapply_NUM  
PRINT=DESCRIPTIVE ETASQ HOMOGENEITY  
POSTHOC=workshop_title_NUM(TUKEY)  
EMMEANS=TABLES(workshop_title_NUM)  
DESIGN workshop_title_NUM
```



File Edit View Data Transform Analyze Direct Marketing Graphs Utilities Add-ons Window Help

	Name	Type	Width	Decimals	Label	Values	Missing	Columns	Align	
1	Participant	Numeric	8	0		None	None	8	Right	N
2	Gender	Numeric	12	0		{1, males}...	None	12	Right	N
3	Age	Numeric	12	0		None	None	12	Right	S
4	FacebookUse	Numeric	12	0	How often parti...	{1, Faceboo...	None	12	Right	S
5	FBHours_D...	Numeric	12	2	Hours participa...	None	None	12	Right	S
6	FBHours_D...	Numeric	8	2	Hours participa...	None	None	8	Right	S
7	NumberOfF...	Numeric	12	0		None	None	12	Right	N
8	FacebookIm...	Numeric	12	0		{1, Extremel...	None	12	Right	N

Coding Scheme for Facebook Study

Instructions for Coder:
Please use the coding scheme below to enter appropriate values into SPSS.

- Q1. Gender**
 - Male = 1
 - Female = 2
- Q2. Age**
 - Enter number value as it appears on Survey
- Q3. FacebookUse**
 - Once a week or less = 1
 - 2-5 times a week = 2
 - Once a day or more = 3
- Q4. HoursOnFacebook**
 - Enter number value as it appears on Survey
- Q5. NumberOfFBFriends**
 - Enter number value as it appears on Survey
- Q6. FacebookImportance**

FACTS

- Dr. Patricia Harris-Jenkinson
- Communication Studies
- COMS 171
- Survey Methods in Communication Research
- 25 students
- Assignment: analyze data and present to class.

PROBLEM

- Students required to use SPSS to run basic descriptive statistical analysis on survey data.
- However, some students collected their data in Excel or Word, and did not know how to import their data into SPSS.

SOLUTION

- The STC created an Introduction to SPSS workshop.
- Students had hands-on time to import their data, or manually enter data into the SPSS data editor, and run statistical procedures.
- Supplemental group lab time was provided with expert tutors available to assist.

sign-in
HERE
for workshops
↓

DIGITAL ARTIFACTS FOR E-PORTFOLIO





FACTS

- Dr. Ann Moylan
- Family and Consumer Sciences
- FACS 168
- Senior Seminar
- 40+ students
- Assignment: construct e-portfolio.

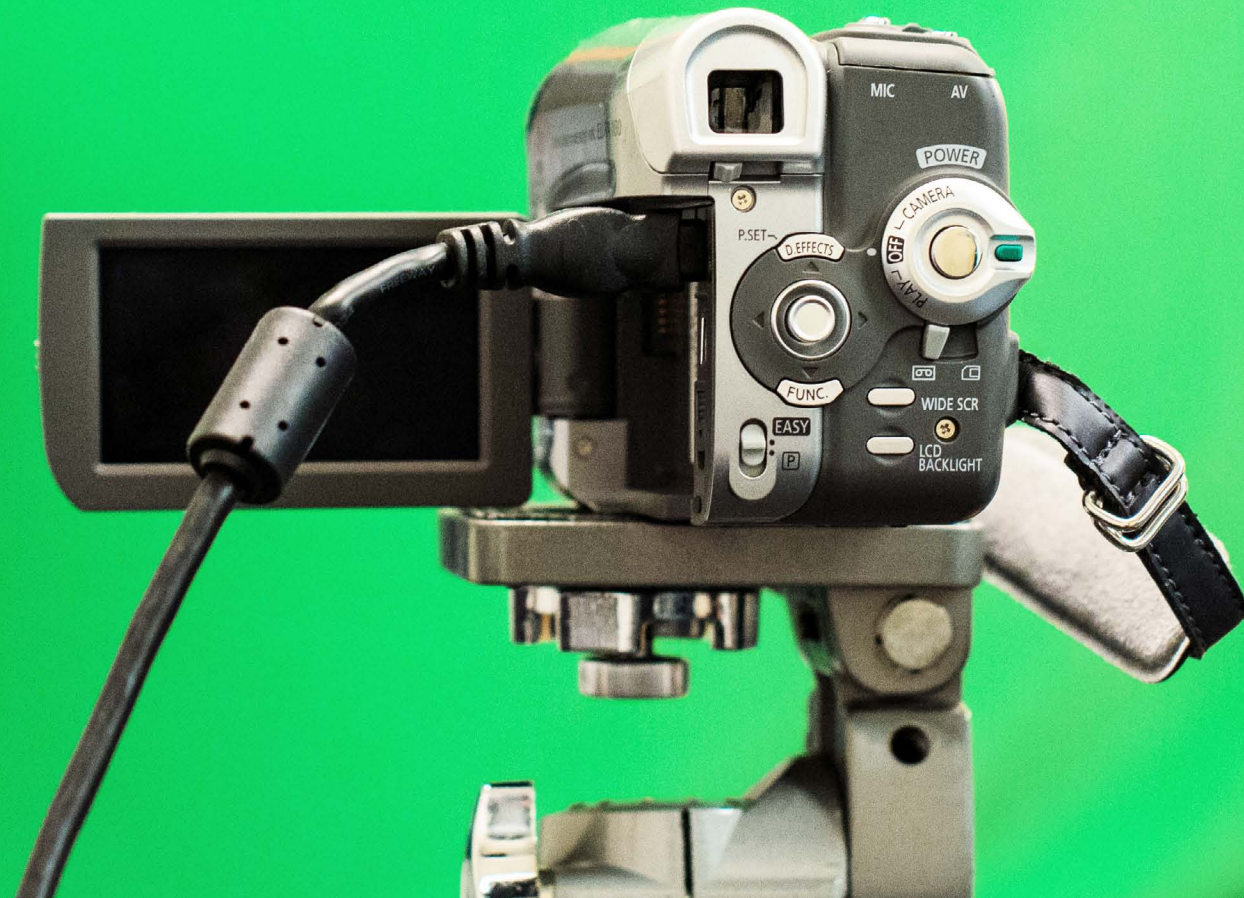
PROBLEM

- Class was too large for the workshop to be delivered in the Student Technology Center Group Lab.
- Students were required to design, compile, and present an electronic portfolio.
- However, students lacked the skills needed to combine multiple file formats into a single PDF with a dynamic table of contents.

SOLUTION

- The STC developed an Adobe Acrobat workshop teaching students how to construct an electronic portfolio compiled from different file formats.
- The STC delivered the workshop in the professor's classroom (Mendocino 3030).
- Students were then provided with reserved STC lab hours to receive expert assistance.

WINDOWS LIVE MOVIE MAKER - VIDEO EDITING





FACTS

- Dr. Hakan Ozcelik
- College of Business Administration
- HROB 158
- Leading with Emotional Intelligence
- 31 students
- Assignment: create short film for Third Annual CBA Film Festival.

PROBLEM

- Students required to plan, film, and edit a 5-10 minute comedy film examining emotional intelligence in the workplace.
- However, students lacked knowledge of the digital editing and post-production process.
- Students did not know how to produce a video in a DVD playable format for classroom presentations.

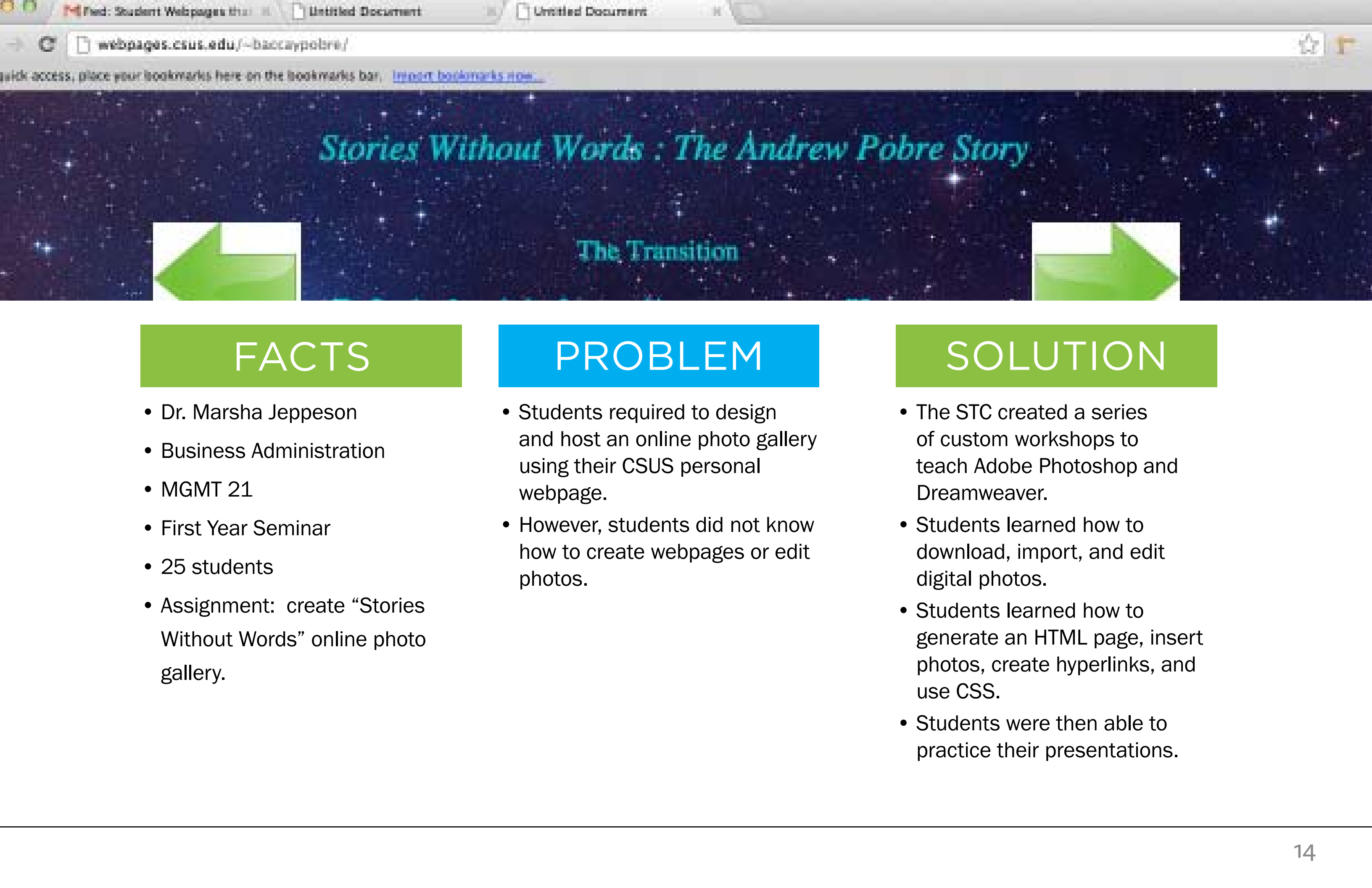
SOLUTION

- The STC created a video editing workshop featuring Windows Live Movie Maker.
- Students gained the skills needed to insert title pages, text captioning, audio tracks, static photos, transitions, and time cuts.
- Students learned to convert their digital file into a DVD compatible format for classroom presentation.



ONLINE PHOTO GALLERY

SACRAMENTO STATE
AQUATIC CENTER
WAKEBOARDING WATERSKIING
STAND UP PADDLING ROWING
SAILING KAYAKING
CANOEING WINDSURFING JET SKIING
JUST ADD WATER



Stories Without Words : The Andrew Pobre Story

The Transition

FACTS

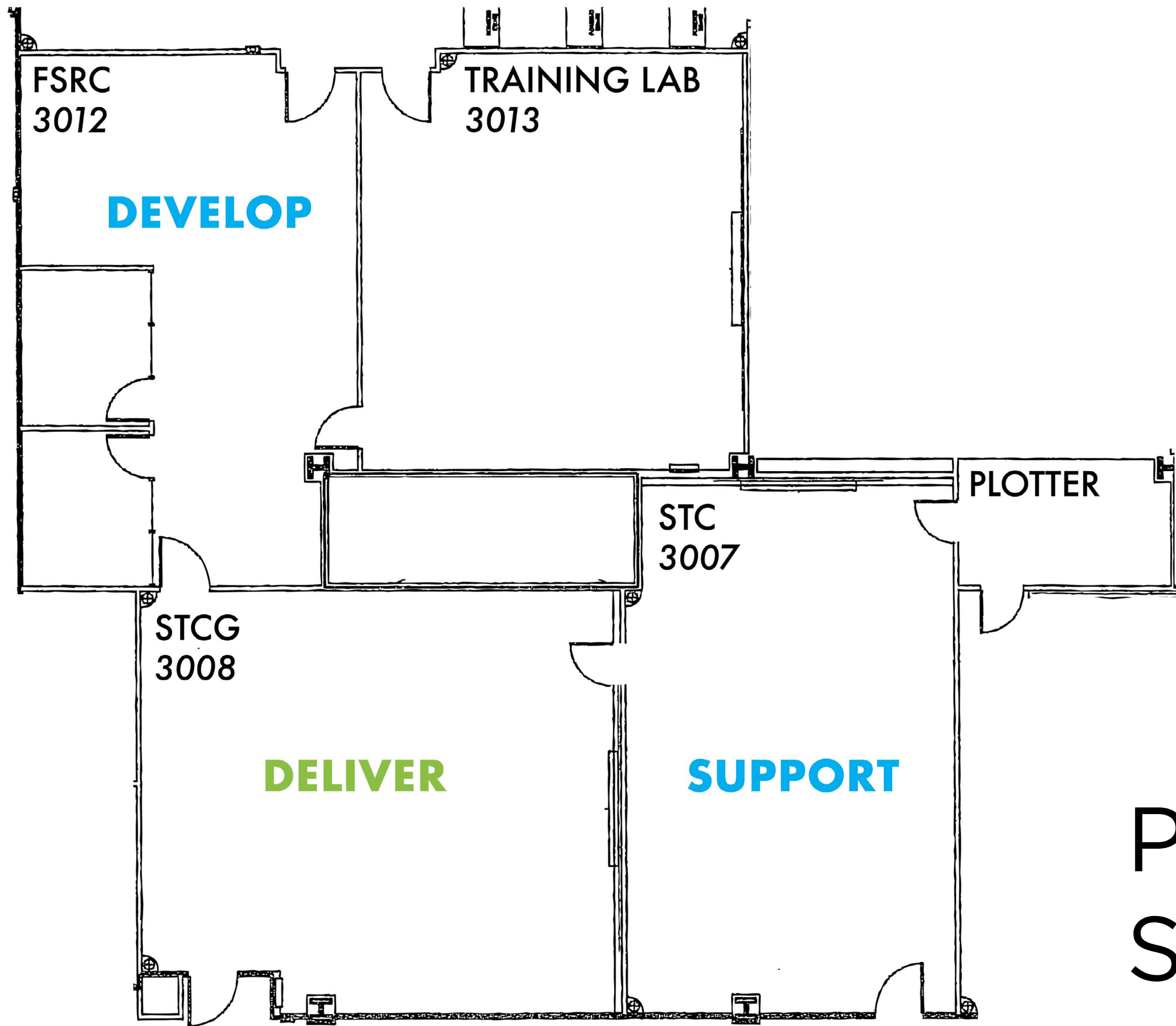
- Dr. Marsha Jeppeson
- Business Administration
- MGMT 21
- First Year Seminar
- 25 students
- Assignment: create “Stories Without Words” online photo gallery.

PROBLEM

- Students required to design and host an online photo gallery using their CSUS personal webpage.
- However, students did not know how to create webpages or edit photos.

SOLUTION

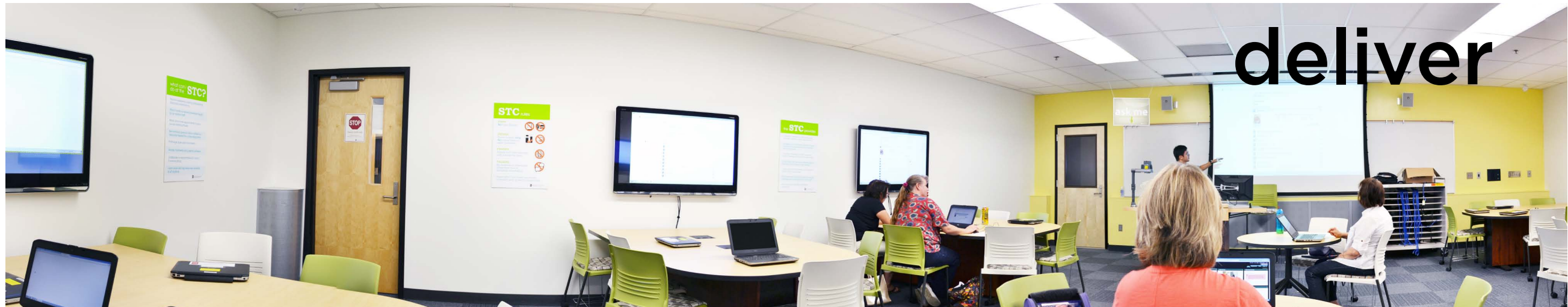
- The STC created a series of custom workshops to teach Adobe Photoshop and Dreamweaver.
- Students learned how to download, import, and edit digital photos.
- Students learned how to generate an HTML page, insert photos, create hyperlinks, and use CSS.
- Students were then able to practice their presentations.



PHYSICAL SPACES



develop



deliver



support



FACULTY STAFF RESOURCE CENTER

DEVELOP

PROBLEM

- Lack of a dedicated space for faculty and STC staff to develop custom course materials supporting student learning of the technology needed for successful assignment completion.

SOLUTION

- The FSRC provides a collaborative space for faculty and STC staff partners to develop technology course content and support for student learning.

OUTCOMES

- Collaborative technology space for co-development of student-centered course support.
- Wide range of computer hardware and software.
- Access to same software available to students in computer labs and on laptop loan machines.

STUDENT TECH CENTER – GROUP LAB



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DELIVER

PROBLEM

- Lack of a dedicated space that allows students to collaborate in a technology infused computer lab.
- Lack of a multi-use space to accommodate both small-group learning and workshops.
- Hallways were obstructed by students trying to work in small groups.
- Few campus spaces available for practicing presentations and troubleshooting display technology issues.

SOLUTION

- The STC created a dedicated room to facilitate small group collaborations and workshops.
- The STC created a space for students to practice presentations using the projectors and media panels installed in classrooms.
- The STC Group Lab can be used for multiple purposes.

OUTCOMES

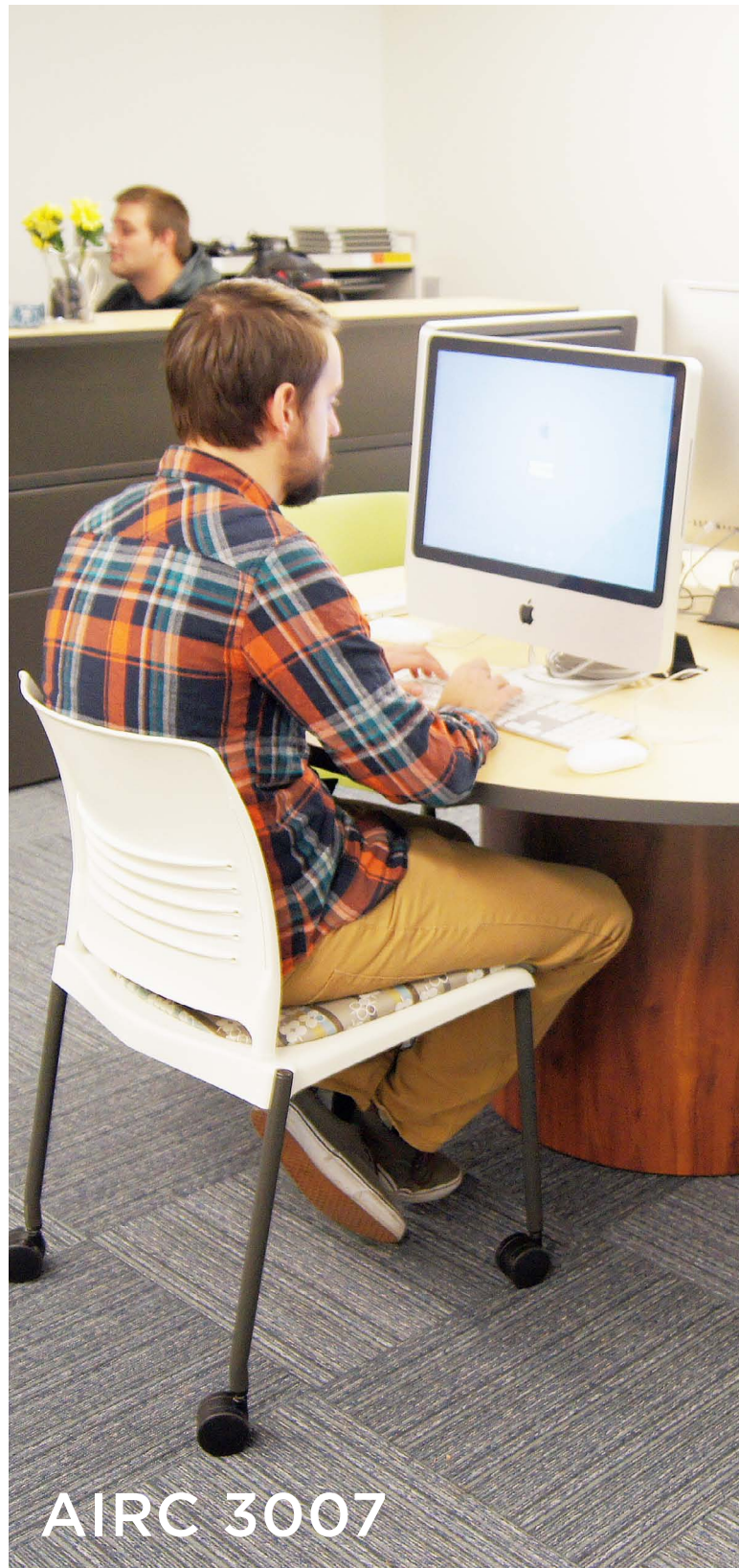
- 6 group tables with power, audio, and video connections.
- Large displays.
- Presentation rehearsal space.
- Portable whiteboards.
- Instructor podium, projector, and whiteboard.



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STUDENT TECH CENTER



AIRC 3007



AIRC 3007



AIRC 3007

SUPPORT

PROBLEM

- Students are mistakenly thought to be technology proficient. Many are familiar with basic use of software but lack skills specific to advanced learning.
- Students lacked a central place that provided both technology and tutors to enable learning new skills.
- No free on-campus resources were available to students for large-scale poster printing or color laser printing.

SOLUTION

- Create a space where students can learn the software skills needed to successfully complete course assignments.
- Provide a space that can be reconfigured as needed to accommodate one-to-one or small group tutoring.
- Provide poster and color laser printing capabilities.

OUTCOMES

- Capacity for thousands of students to access help needed to learn technology.
- STC dedicated laptops.
- 2 large-scale plotters.
- Large-scale color laser printer.
- Access to most used course related software.



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IN THIS TUTORIAL

- Is your video ready for captioning?
- Accepted video formats
- Camtasia
 - Combining video and captions
- Copyright responsibilities
- Next step: Registering for a captioning account

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YOUR CLASSROOM

DELIVER

PROBLEM

- Bringing a particular class to the STC is not practical.
- STC Lab cannot accommodate a large class.

SOLUTION

- Developed 20 minute “overview” workshops to take “on the road”.
- Created mobile workshop presentations that can be delivered in university and departmental classrooms and labs.

OUTCOMES

- STC staff present workshops across the university in classrooms and labs.
- Students receive technology support needed to complete assignments.

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FSRC COORDINATOR

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