Drywall, Wireless & Course Management

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The University Campus
The most essential component of the Chicago education is not the core curriculum or the abundance of brilliant faculty members who guide us. It is the conversations we participate in everyday with fellow students, whether they center on science, politics, literature, or even the mundane. Conversation is the crux of academic enrichment; the seeds of ideas our classes and texts plant in our minds cannot blossom in the absence of rigorous discussion and debate among our peers....

Adam Weissmann
Class of 2005

University of Chicago Maroon, June 9, 2005
USITE/Crerar Computing Cluster (2000)
Where Should It Go?
Individual Learning Spaces on Campus
Chronology of Central Learning Spaces
Courses on CMS & Media Classrooms

- CMS discovered in place of PowerPoint as a synchronous classroom tool:
  - AY99/00: 0
  - AY00/01: 200
  - AY01/02: 400
  - AY02/03: 600
  - AY03/04: 800
  - AY04/05: 1,000
  - AY05/06: 1,200

- Media classroom demand exceeds capacity:
  - 25% Registrar rooms equipped with media
  - Media classroom expansion:
    - 60% Registrar rooms equipped with media

- Projected number of courses in AY05/06:
  - Green bar indicates increase in demand.
Media Classrooms
Computer-Based Classrooms
Specialized Capabilities
Technology Student, Technology Life

Start Day @ Apartment
Check email, news → laptop, broadband

10:30 AM – Chinese Class
Access Blackboard → laptop, wireless
Check email → laptop, wireless
Take notes → laptop
IM friends → laptop, wireless

11:30 AM – Quads
Phone friends for lunch → cellular

Lunch – Hutchinson Commons
Check email, Blackboard → WebStation kiosk

12:30 PM – Work
Check email, news → laptop, wireless
Pay bills, order NetFlix → laptop, wireless
Access Blackboard → laptop, wireless
IM friends & family → laptop, wireless
Edit video, burn DVD → NSIT desktop, wired

End Day @ Apartment
Check email, news → laptop, broadband
Watch TV → cable
Phone family, friends → cellular, broadband (Skype)
Record TV program → TiVo, broadband, cable
Play Super Nintendo/N64 → TV
Watch foreign DVD → region-free DVD player
Fall asleep watching MPEGs of *The Simpsons* → laptop
If everything is online, why go anywhere?

- Access resources
- Contextualize activity
- Reinforce behavior
- Collaborate with peers
- Be seen
WebStation Clusters
Wireless networking
Available in this area
Informal Learning Spaces
Students Designing for Students

designed by Neal Patel, Graduate Student, Sociology
Tanya Baker, PhD Candidate, Computational Neuroscience
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Campus Learning Environment

- Physical Environment
- Virtual Environment
- Infrastructure

photo by Matthew Wensing
Campus LE: Physical Considerations

- Scholarly Requirements
  - Research, Teaching, Learning
- Pedagogical Needs
  - Scope, Interaction, Experience
- Programatic Adjacencies
  - Labs, Dorms, Food, Quads
- Traffic Patterns
  - Remote, Central
  - On-the-Path, Create-a-Path
- Environmental Factors
  - Acoustics, Lighting, Flexibility
- Safety
  - Location, Lighting, Traffic
Campus LE: Virtual Considerations

- **Applications**
  - Desktop, Web, Next-Gen
  - Individual, Group, Collaborative
  - Local-Area, Wide-Area
  - Software-bound, Hardware-bound

- **Connectivity**
  - Wired, Wireless
  - Bandwidth

- **Support**
  - Staffing
  - Security
  - Maintenance
Campus LE: Infrastructure Considerations

- **Network**
- **Servers**
  - Application, Computation
  - User, Group, Project Storage
- **Management**
  - Tools, Systems
  - Monitoring
- **Load & Latency**
  - Network Load
  - Usage Patterns
  - Computational Requirements
  - Data Acquisition, Storage, Retrieval & Use
Physical + Virtual

Learning Landscape
Shirley Dugdale, DEGW
Physical + Virtual + Infrastructure

LEARNING LANDSCAPE
SHIRLEY DUGDALE, DEGW

CAMPUS LEARNING ENVIRONMENT
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