

Panel - It was a great idea at the time!

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Aims of Panel

- To provide a forum for computing educators to share experiences by talking openly and honestly about failed ventures
- To explore the characteristics of these initiatives to see what might be learnt from them
- To encourage and validate risk taking in teaching & learning
 - (unlike many academic venues where only successes are likely to get a hearing)

Panel Format

- Introduction and presentation by panel chair (est. 10 – 15 mins)
- Presentations by panelists (est. 10 – 15 mins each)
- Call for further *confessional* contributions from audience
 - 5 - 10 mins each
- Discussion (est. 30 mins)
 - Lessons for practitioners
 - What to avoid?
 - What to persist with and how to know?
 - How to manage risk?

Categorising CS Ed Research

- Review by Valentine (2004) of SIGCSE proceedings
- Six categories of article
 - Experimental (attempted to assess the ‘treatment’ with scientific analysis)
 - Marco Polo (I went there and I saw this)
 - Philosophy (attempt to generate debate on philosophical grounds)
 - Tools (dev’t of s/w or techniques for specific courses)
 - Nifty (whimsical category with interesting ways to teach topics)
 - John Henry (outrageously hard course experiences at the margin)
- Over 20 year period stable proportions for each type
 - Only 20% of papers in ‘experimental’ category (might be termed CS Ed Research)

Teaching ‘Experiments’ at the Edge

- “John Henry” (outrageously hard course experiences at the margin)
 - Examples of bad teaching?
 - Challenge of maintaining currency in a fast moving field?
 - Inevitable cost of pushing teaching practice to the edge?
 - Necessary ‘experimental’ failures?

A Global Collaboration Experience

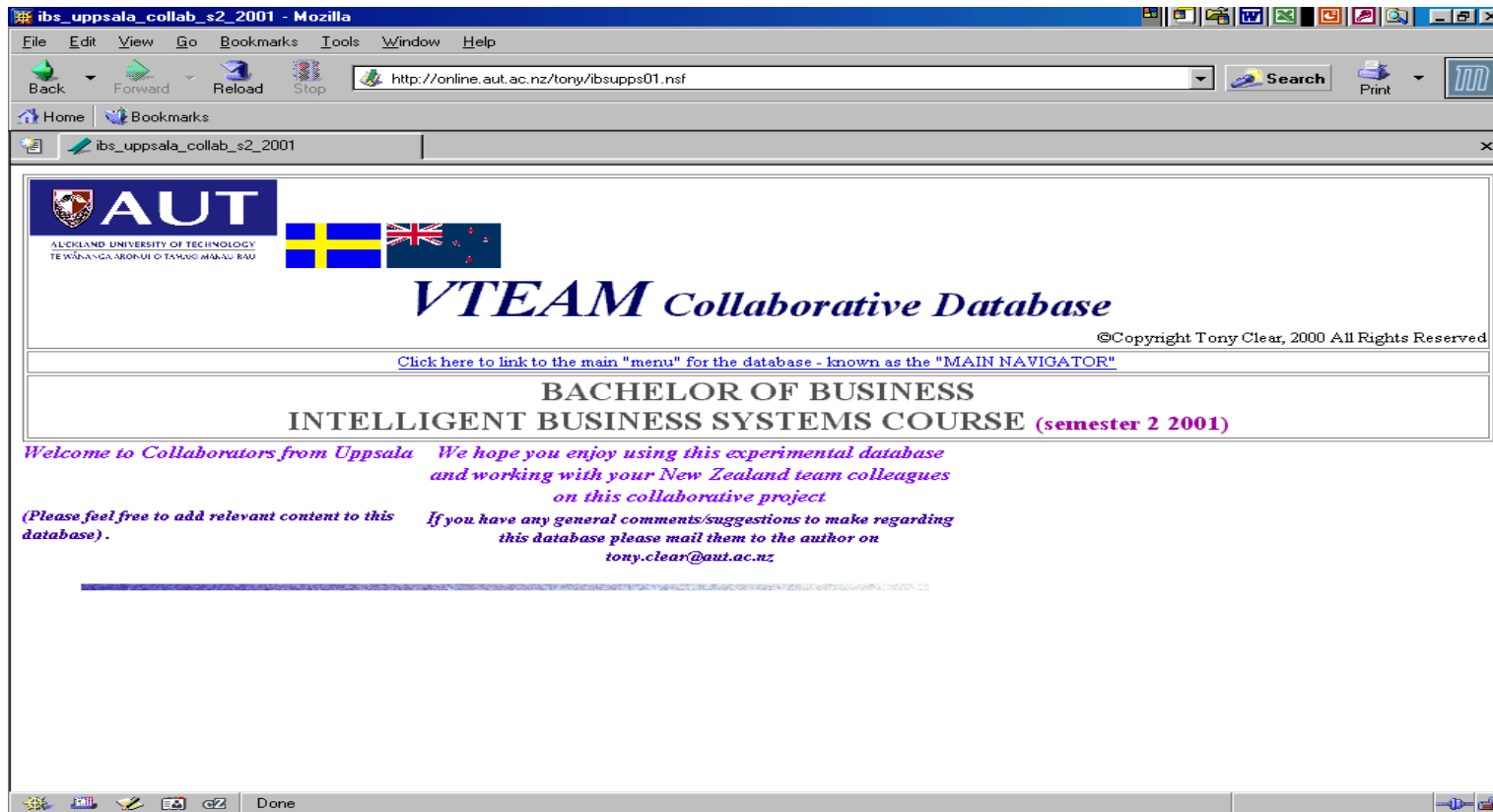
- Mixed experiences with a Semester 2/2001 collaboration
- Presented as a paper at Ed-MEDIA 2003
- Custom developed web-based groupware application
- Teams of students (AUT & Uppsala) jointly performed a common task
- IT students who had never met had to collaborate across boundaries of different
 - time zones
 - Courses of study
 - Institution
 - Country
- Trial Design
 - Cybericebreaker task – to become acquainted with collaborating partners
 - Web-site ranking task on which group had to reach consensus
 - 9 groups of 12 students each (one local subgroup from each country)
 - Approx 105 students participated over a six week period (sem2/2001)
- Early crisis during collaboration due to unadvised changes in technology environment!!

“The best laid plans...” Critical incidents Establishment Phase

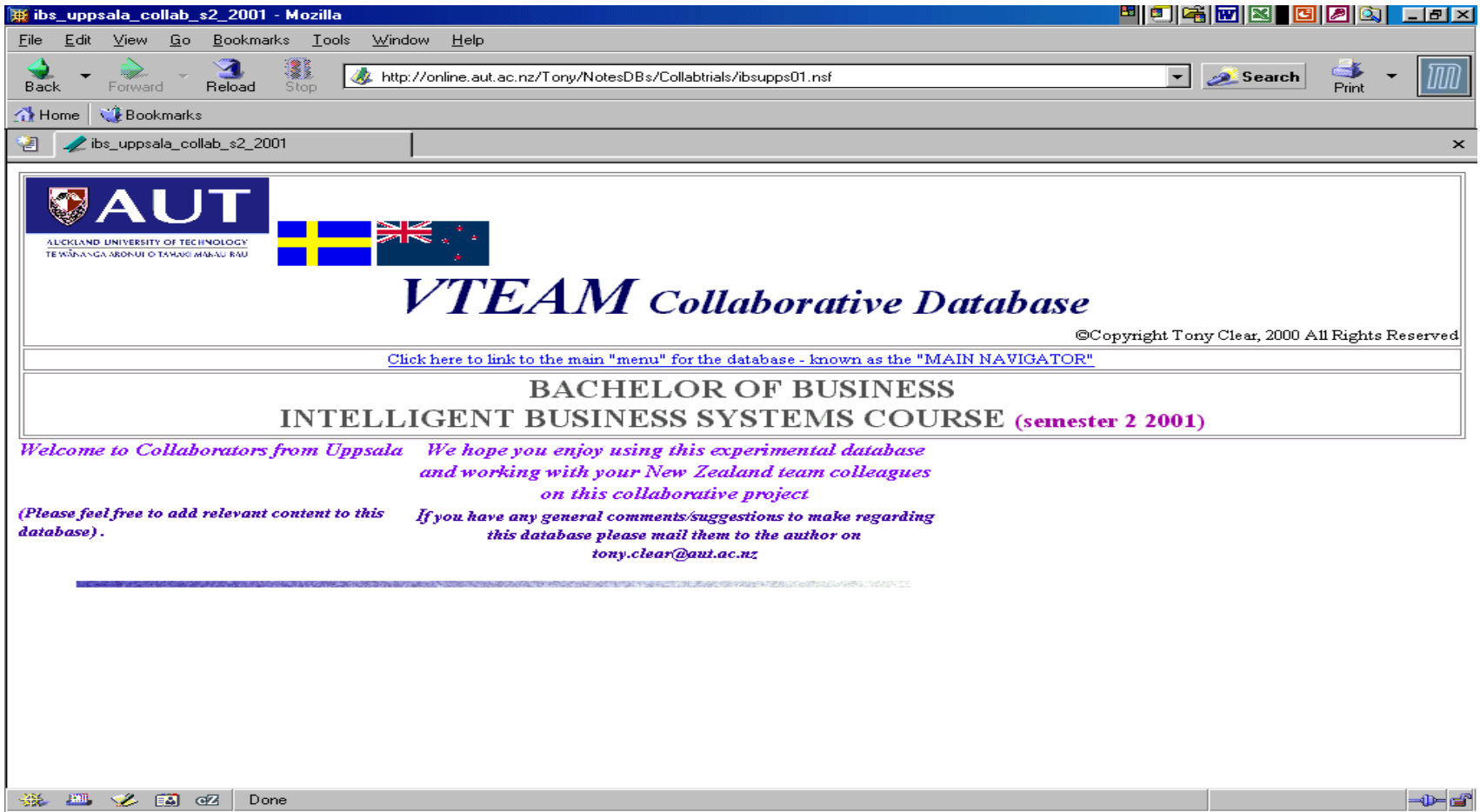


Mediating Activity	Incident Description	Trial Week	Technology-Use Mediator Actions			
			Person	Role	Action	Criticality
Establishment	Students report inability to access database from outside campus	1	IT Network technician	Security administration	Close firewall access to Notes Server	High
			Tony Clear	Collaborative trial Coordinator	Diagnose problem with Notes Administrator	
			Daniel Wright	Notes Administrator	Consult with IT group colleagues, to diagnose problem, and advise resolution	
			Tony Clear	Notes Developer	Arrange space, FTP access and developer access rights on Online server	
					Upload copy of Notes database to Online server & Check functionality and accessibility	
Establishment	Data ported across and online server database up and running	2	Tony Clear	Collaborative trial Coordinator	Create mail group and notify relevant parties (Uppsala trial coordinator, teachers, students) of database availability and location	High

Online Server database



Notes server database



“The best laid plans...” Critical incidents reinforcement mode



Mediating Activity	Incident Description	Trial Week	Technology-Use Mediator Actions			
			Person	Role	Action	Criticality
Reinforcement	Auckland students continue posting to wrong Database	2	Tony Clear	Collaborative trial Coordinator	Notice problem, and advise students of correct database location details.	High
		-				
		4	Kitty Ko Tony Clear	Class teacher Collaborative trial Coordinator	Monitor and correct erroneous use Send group email advising URL of correct database	

From the Notes Server database – discussion topics



All Group Names - Mozilla

File Edit View Go Bookmarks Tools Window Help

Back Forward Reload Stop <http://online.aut.ac.nz/Tony/NotesDBs/Collabtrials/ibsupps01.nsf/All%20Group%20Names?OpenView> Search Print

Home Bookmarks

All Group Names

[Main navigator](#) [Create new Group/Project](#) [View Discussion Threads](#) [Close](#)

[← Previous](#) [Next →](#) [+ Expand](#) [- Collapse](#) [🔍 Search](#)

All Group Names

Project/Group Description	Created_By	Date Created ↕
▼ Broadcast Notices		
Introductory	Tony Clear	28/08/2001 23:06:39
▼ group002		
Where are our other people?	Alan Litchfield	19/09/2001 17:51:30
▼ group003		
Who shall be our Group Leader?	Terry Kwong	10/09/2001 17:57:37
▼ group004		
Assign Discussion Topic	Jimmy	16/09/2001 12:27:13
▼ group005		
Beginning of Assignment	Rebecca	04/09/2001 17:02:05
Nominate Group Leader	Richard Hormann	11/09/2001 15:50:20
Where are our Swedish team Members??	Rebecca Candy	18/09/2001 15:51:59
Are we in Agreement over the Rankings?	Rebecca Candy	18/09/2001 16:02:34
▼ group006		
What about discuss the rise and fall of the Swedish monarchy?	Geeti Persson	04/09/2001 17:21:20
▼ group007		

Information Technology Environment and Roles at Play in International Collaborative Trial



- Educator as facilitator, e-moderator
- Educator as researcher, research design
- Educator as groupware developer
- Collaborative trial liaison - inter institution
- Project coordinator
 - with classroom teachers at each institution
 - With IT support staff
 - Notes administrator
 - Network administrators (indirectly)
 - Security administrators (indirectly)
 - With students

Reviewer's Comments on original paper

Comments to the Author:

- Intention is significant.
- activities of the trial not well planned and prepared.
- significance of the research outcomes diminishes tremendously.
- issues reported trivial in nature
- mostly could be avoided by a more thoughtful preparation for the trial

-
- interesting
 - not sure whether it adds substantial findings to the numerous reports about partially successful experiments.

Information Technology Development and Production Environments - Educator Control?

- Educator as groupware developer
- Prototype development mode (*on-the-fly*), environment inherently less stable
- Originally database hosted on **Development** “Notes” server
- Application level access rights only
 - security restrictions not enforced for students (*inability to quickly correct errors, extra admin – defining usernames & default passwords*)
- IT Dep’t internal issue caused closure of firewall *surmise*
- Not noticed – dev’t on campus or at home via dial-in (*still within firewall*)
- Original misdiagnosis (*Notes version and browser incompatibility?*)
- Re-hosted on **Production** “Online” server
- Lesser developer access privileges able to create new database at client and move to server by upload only (*thereafter able to modify*)
- **“issues reported trivial in nature”??**
- **“mostly could be avoided by a more thoughtful preparation for the trial”??**

Outcome – Success or Abject Failure?

- Interlinked model - teaching, learning and research
 - Experimental, Inherent risks
- Learning occurs when actors detect and correct mismatches or errors (Argyris, 1996)
- Partial group success (at subgroup level)
- Task Completion rates progressive drop off
- 2 of 9 groups overall successful in achieving consensus
- Delays and frustrations compounded by different semester timings Resulting loss of student motivation
- But insights gained – teaching, learning & research
- Need to cope with risk of bad reviews
 - (perhaps based on lack of knowledge in an educational technology context?)

Conclusion

- Just do it!

Category - Teaching 'Experiments' at the Edge

- “John Henry” (outrageously hard course experiences at the margin)
- The Wintec School of IT experience:
 - NA600 Microsoft Windows Server Administration ;
A DiplCT L6 course - new for semester 1 2011
 - Based on the Microsoft Official Curriculum (MOC) 2274
‘Managing a Windows Server 2003 Environment’



Problems/Challenges/Cons

Tutor

- Under Done/Not Prepared
 - Not Microsoft Certified Trainer (MCT) qualified
 - Unfamiliar with
 - Microsoft online environment
 - MS lab materials
 - The MS Windows Server 2003 (Two servers required – London & Glasgow) pre-configured using files provided by MS (limited number of cities)
- Required to cope with large classes

Problems/Challenges/Cons

Students

- First real introduction to mixed learning environment (online theory and in class practical labs)
 - MS specific (while familiar with Moodle)
 - Chapter tests containing long winded/convoluted scenario-based questions
 - MS material very focused/narrow in subject matter
 - MS labs too brief/lacking guidance/how-to detail
- Class numbers too large (for number of problems encountered)



Pros/Argument For

Tutor

- Detailed online learning material provided by MS
- Familiar with Windows Server 2003/2008 environment
- Aply supported by MCT qualified instructor and School of IT technician
- Flexible/able to adjust requirements/learning environment on-the-fly
 - Timetabled additional class to spread the load
 - Turned the chapter tests (1 to 10) into formative learning exercises (open book)
 - Moodle-based tests created by colleague – checked & corrected by me
 - Provide immediate feedback for students
 - Create separate ‘play servers’, London and Glasgow, for each class



Pros/Argument For

Student

- Detailed online learning material provided by MS
 - Includes virtual exercises
 - Labs
 - Test questions for all chapters to practice on
 - Learning problem solving strategies; e.g. Ask Google (the right question)
 - Working together to support one another (reinforcing the learning experiences)
 - Open book assessments (in Moodle) & immediate feedback
 - Topic focus notes provided by tutor
 - Timetabled additional class to spread the load (sit the assessments in one, complete the practical labs in another)



Student Experience/Perceptions

Wintec
WAIKATO INSTITUTE OF TECHNOLOGY
Te Kuratini o Waikato

new survey | settings | security | stats | form builder | the library | results report | mailing | asp.net code | users | log out aucjg

graphical report | text fields entries | file manager | cross tabulation | data export

Choose another survey here:
Module Evaluation
NA600 Microsoft Windows Server Administration

Survey results

? Question's results to display: [Display all results (can take a while to load)]

Results layout: Column chart

Results order: Answer order

Date range: [] to [] Apply range

Apply a filter: [Select a filter] Click here to edit / create new filters

Key:
1 Strongly Disagree 2 Disagree 3 Uncertain 4 Agree 5 Strongly Agree



Garry Robertson (Garry.Roberton@wintec.ac.nz) Wintec School of IT

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What about next time?



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Addressing the Issues for 2012

WINTER SCHOOL OF IT
PRESCRIPTION: NA620 WINDOWS SERVER 2008
NETWORK ADMINISTRATION

Draft

AIM OF MODULE:

Students will gain the skills and knowledge required to effectively install, configure and maintain server resources, monitor server performance, and safeguard data on a computer running Microsoft® Windows Server™ 2008

CREDITS:

7

KNOWLEDGE ASSUMED FROM:

A+ certification and Network+ certification, or equivalent knowledge and skills.

STUDENT LEARNING HOURS:

70

CONTENT REVISED:

2011

PRESCRIPTION EXPIRY DATE:

November 2013

NOTES:

1. This course partially prepares students to sit the Microsoft Certified Technical Specialist Exams; 70-640 & 70-642
2. This module consists of a selection of Microsoft ELearning Courses, which must be administered by a Microsoft certified Trainer.

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