

## 1999-00 MINI-GRANT APPLICATIONS

Prepared by Academic Affairs

Faculty Member	Name of Mini-Grant	Outcome Expected	Summary
<p>Claudia Barton</p> <p>Approved July 1999</p> <p>Payment of \$1,000 each to Lynn Gevens and Bruce Ramstorf for completing the grant authorized on 12/3/01.</p>	<p>Tutor Training Website and CD</p>	<p>The student will learn and practice the fundamental skills necessary to be an effective academic tutor.</p>	<p>The UMC Tutor Training Website will allow the prospective UMC tutor to systematically progress through a series of training modules designed to convey the attitudes, skills and knowledge necessary to be an effective academic tutor.</p> <p>This self-learning site will have the student read text, view videos, perform tasks, take quizzes and tests, submit journal entries, and communicate with other student tutors and the instructor via electronic media.</p> <p>Outside of class time the student will perform 10 hours of practice tutoring. The student will also read from two assigned texts, participating in a Web-Crossing discussion of readings from one of the texts.</p> <p>CD technology will make the training available in situations that do not permit the use of the online site.</p>
<p>David DeMuth</p> <p>Submitted 1/12/00</p>	<p>The Linux Operating System; Installation and Use</p>	<p>Provide the foundations of the Linux OS for its functional use by INM students</p>	<p>The Linux operating system is fast becoming a popular alternative to Windows and Macintosh operating systems. Because of this popularity, Information Network Management (INM) students will find it useful to learn of the features of this operating system (OS). This grant will allow the author to develop a series of lectures (nine in all) that will describe the Linux OS. This lecture series will provide the foundation of a semester long 2 credit course that will be offered in the Fall 2000 Semester at UMC under an INM course heading.</p> <p>In this lecture series the students will:</p> <ol style="list-style-type: none"> <li>1. Learn of the features, advantages and disadvantages of the Linux OS.</li> <li>2. Install the Linux OS (GNU/Debian or Redhat) on their laptop computers in parallel with the Windows OS.</li> <li>3. Set up Hardware configurations to support Ethernet and Modem connectivity.</li> <li>4. Set up web server using Apache server software.</li> <li>5. Create and Edit documents using Linux applications such as Xemacs, Xv, Gimp, LaTeX, Postscript and PDF.</li> <li>6. Learn basic Perl/CGI and Javascript methods for server control and web-page design.</li> <li>7. Customize individual hardware, software and desktop configurations.</li> </ol> <p>The lecture series will be delivered in the closing weeks of the Microcomputer</p>

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			<p>Operating Systems (INM 3110) course. Windows NT (Hertzog) and 98 OS (McGurran) will be described in the first part of the course. After students complete this portion of the course, they can expect to have the knowledge necessary to setup a small Local Area Network and web server using a Linux system. Subsequent support will be offered through the Crookston-area Linux Users group (<a href="#">CLUG</a>).</p>
<p>Lynn Gevens  Submitted 2/7/00</p>	<p>Study Skills Help Page</p>	<p>Students will be able to access study skills assistance from various links on UMC web pages.</p>	<p>The idea for my project has come from both a personal commitment I have always had, to improve study habits of students, and the results of the survey of the incoming freshmen conducted by the University, Crookston. While reviewing comments from new freshmen entering college this fall at UMC, there seemed to be one area that the majority of them were concerned about. This area was adapting their study skills from high school to college. We do offer classes in GnEd 1000 that cover this subject but GnEd is only required of a few entering freshmen. I have taught this class the last 1 1/2 years and have seen only one student register for the class on their own. Our enrollment during fall semester of 1999 was approximately 70 students, so we are still missing quite a few of the borderline students.</p> <p>In the past I have worked with at-risk students of Junior High and High School age, developing study skills and preparing them for the Minnesota Graduation Standards Tests in both reading and math. I generally keep in close contact with students who have been in my GnEd and they have provided me with a lot of feedback that has been very useful. Combining all this information, with research I have completed from other college and university sites, and many good reference books I have started a project that would give all students access to study skills information. By putting this information on-line, students could access the information as needed (ie before an essay test, they could review how to take an essay test). There will be links from the web pages of Academic Assistance Center, Student Support Services and all staff involved with both of these departments, to the study skills information.</p>
<p>Traci Kelly  Approved 3/8/00  Stipend - \$2,000</p>	<p>Course Development: Information Gathering Techniques in Scientific and Technical Communication (STC 3258)</p>	<p>Newly developed and enhanced course entitled Information Gathering Techniques.</p>	<p>This is a unique opportunity for students to use their laptops and connections in order to do more than search the web or use programs that we have provided them. Students will learn to negotiate a MOO, which is an electronic medium used by many other universities by never used at UMC. MOOs are atmospheres for conferencing, interviewing, and group discussions about particular subject.</p> <p>The Alliance for Computers and Writing (ACW) is a group of teachers, instructors, and web technicians that discuss writing and technology via listservs and MOOs. It is a clearinghouse for shared information, inspiration, and ideas. ACW members also support <i>Kairos: The Journal for Teacher of Webbed Environments</i>, an online publication.</p>
<p>Jerome Knutson  Approved 2/1/00</p>	<p>Web-based Photo Gallery for Review Exercises in Biol 1020 (Microbiology)</p>	<p>Students will have access to a photo gallery of microbes for reviewing kingdoms, cell structures, shapes, gram results,</p>	<p>Students will have access to a photo gallery of microbes for reviewing kingdoms, cell structures, shapes, gram results, common names, and laboratory techniques important to microbiology. The photo gallery will be linked to Biology 1020 (Microbiology) homepage and also on a CD ROM. The linked photo gallery would</p>

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\$2,000 payment authorized 11/21/00		common names, and laboratory techniques important to microbiology. The photo gallery will be linked to Biology 1020 (Microbiology) homepage and also on a CD rom.	allow students to review microbiology and take quizzes on the material at a time convenient for the students. Microbiology students on the UMC and NWTC-EGF campus, as well as distance education students, would benefit from this photo gallery link and CD ROM.
<p>Vern Markey</p> <p>Approved in principle; on hold as of 9/29/99; Dr. Knowlton will talk with Mr. Markey.</p> <p>\$1,000 payment authorized 11/21/00</p>	Curriculum and Instruction Manual for Guest Tracker Software	Students will set up a mock hotel and track reservations, guest activity, and occupancy for their hotel. Detailed reports will be sent to the instructor for evaluation	<p>I would like to develop the curriculum and an instructional manual for students enrolled in HRI 1211 Rooms Division Management. The students will use Guest Tracker, a Windows-based software package typical of those used in industry. (The HRI program has made arrangements for use of this software from the manufacturer. The instructor has reviewed the software and determined that it is appropriate to use for the course.) To save class time for theory and discussion activities, students will complete assignments with the software, outside of class time, which are outlined in the manual. The instruction manual will be detailed yet allow some flexibility for data entered. Detailed reports can then be printed and turned in at intervals to ensure students are complying with requirements. This will require students to input their own data rather than simply copying from another student.</p> <p>Students will benefit by using a hands on approach to setting up a systems-software package for a mock hotel. The program requires students to set up rooms, assign room rates, track guest activity, and perform financial accountability for management (in this case, the instructor of the course).</p> <p>A proposed outline of the self-instruction manual is provided below:</p> <ol style="list-style-type: none"> <li>I. Download and install Guest Tracker on your personal computer</li> <li>II. The Guest Tracker System <ol style="list-style-type: none"> <li>a. Program overview</li> <li>b. Basic elements of the program</li> </ol> </li> <li>III. Administrative tasks <ol style="list-style-type: none"> <li>a. Setting up the hotel <ol style="list-style-type: none"> <li>i. Adding rooms</li> <li>ii. Setting up the accounting process</li> </ol> </li> </ol> </li> <li>IV. Taking reservations and building the guest history database <ol style="list-style-type: none"> <li>a. Guaranteed reservations</li> <li>b. Generating expected arrivals</li> <li>c. Assigning rooms</li> <li>d. Canceling reservations</li> <li>e. Checking in the guest</li> </ol> </li> <li>V. Guest charges <ol style="list-style-type: none"> <li>a. Adding charges to the guest folio</li> <li>b. Posting the room charge</li> </ol> </li> <li>VI. Check the guest out of the hotel <ol style="list-style-type: none"> <li>a. Collecting payments</li> </ol> </li> </ol>

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			<p>VII. Revenue analysis</p> <ul style="list-style-type: none"> <li>a. Revenue summary</li> <li>b. Calculating occupancy</li> <li>c. Generating graphs</li> </ul> <p>VIII. Printing reports and graphs</p>
<p>Ken Myers</p> <p>Submitted 5/24/00</p>	<p>“Professional Recipe Manager”</p>	<p>Create a very comprehensive application system using macros, wizards, and the switchboard manager found as part of MS Access. The application system would then be used by students as part of several HRI classes and could even be used by students in industry after graduation.</p>	<p>There are five HRI classes that need to utilize recipes as part of the theory or application process. The five classes include, Introduction to Food Preparation, Principles of Quantity Food Production, Menu Design &amp; Analysis, Restaurant Operational Management, and Catering On &amp; Off Premise. Over the last 15 years we have used several databases and have faced a variety of challenges in the use of these recipe databases. We have been required to switch to a new recipe database program periodically and re-enter over a thousand recipes each time. We have even been required to keep multiple types of databases to try and meet all the educational needs. We have been required to change databases because companies have gone out of business and we have been required to use multiple databases because no one database has been able to do all the applications we desire.</p> <p>Software (MS Access), finally exist that allows us to develop the application system needed to create the learning environment that aids in teaching the critical principles.</p> <p>In reviewing the situation with the computer center, they recommended looking at developing an application utilizing software from a company such as Microsoft. There is a very good chance that Microsoft will be around for a long time and information entered into a MS program will be more likely to be able to be exported and imported into other major programs of the future (if needed).</p> <p>The application system in MS Access would be developed to be user-friendly and utilize point and click buttons and drop-down menus when possible. There would be five key phases of the application:</p> <ul style="list-style-type: none"> <li>1- Ingredient file</li> <li>2- Recipe Database</li> <li>3- Costing Application</li> <li>4- Nutritional Application</li> <li>5- Comprehensive Procurement Application</li> </ul> <p>Students would utilize the “Professional Recipe Manager” in planning menus, establishing edible portion cost, calculating nutritional values, and in preparing their procurement forms. The part of the program they utilize will depend on the particular class they are taking. We see this as a link between several classes as they grow in their understanding of the theory they are studying.</p>
<p>Andrew Radomski</p>	<p>Web-based learning of animals</p>	<p>Students will gain readily</p>	<p>The basic goal of this project is to create a readily available site for students,</p>

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Submitted 1/12/00	(fish, amphibians, reptiles, birds, and mammals) in Minnesota and the Upper Midwest.	available access to learning materials that are limited in supply or economically valuable; i.e., photographs and museum specimens. Creating this web-based available information will support faculty and students within the Natural Resources and Biology at UMC, as well as be useful information for other educators that have access to the internet.	faculty, and others to obtain information and educational materials that are limited in quantity do to its scarcity or economic value. Because of the amount of time and images I would like to include, I would like to hire a student worker to assist in the image and data capturing (i.e., scanning). The Natural Resource Division has several carousels of slides, tapes, and images. I plan to merge these materials (visual and audio) into a website that would allow a large number of individuals (students and/or faculty) access to images and information about vertebrates (fishes, amphibians, reptiles, birds, and mammals), then have the ability to learn and review material (at the students own rate) and take tutorial quizzes from the materials. This project would be available for students within the Natural Resources, and I foresee cross-reference material for UMC Biology courses (especially General and Zoology), as well as others that request permission (password protected) to access the site.
James Thomasson  Submitted 2/28/01	Applied Ethics Webcourse and Database"	<p><b>Student:</b></p> <p>(1) learn to develop a research or writing project using web-based course design and resource material from national centers;</p> <p>(2) identify, understand, and critically assess ethical theories in practical application, using data and arguments from differing cultural contexts;</p> <p>(3) work cooperatively and effectively in a team project based on skills acquired;</p> <p>(4) learn to argue clearly and persuasively, both orally and in writing.</p> <p><b>Professor:</b></p> <p>(1) use student research projects as a gathering tool for enhancing UMC's online resources related to social, legal, and ethical implications of business and institutional practices;</p> <p>(2) employ "Applied Ethics" webcourse to ground the "minor"</p>	<p>There are two major aspects to this project:</p> <p>to develop an effective webcourse that will model for students "how" to initiate and develop a substantial research project which allows them to apply their understanding of ethical theories to research, understand, and assess a practical problem or concern;</p> <p>to link students with national resources that they can employ in applying the model to effectively undertake a <i>team</i> research project.</p> <p>The "model" built into the course will <i>not</i> set the students' projects up for them. Instead, it will use examples of effective, critical essays from noted scholars in the field to <i>pattern</i> different ways in which research can be structured. Students will then develop their projects according to the style and method best suited to the issue or problem being explored. This will maximize the "self-learning" component of the project.</p> <p>The project to be completed outside of class (with periodic short reports in class) will be a team effort. It will be a critical examination (20 pp. minimum) of a real case from the current time frame. Evaluation will be a combination of professor assessment and individual assessment of the "team".</p> <p>What specific benefit will the students derive? They will learn that accessing information is just the starting point for learning. Now what do you do with it once you have it? Their benefit will be to "learn by doing" that research is a multi-layered, integrative process, involving the gathering of data, formulation of theory, practical exploration of real-world situations through the implementation of theory, and critical assessment of the results of the examination.</p>

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		<p>and "certificate" programs in Applied Ethics;</p> <p>(3) lay the groundwork for establishing a national database for the critical application of ethical theories and assessment: "Ethics Hotline";</p> <p>(4) provide base for establishing a subsequent webcourse to provide certification training for internal review boards (IRB's) for healthcare/eldercare organizations and facilities;</p> <p>(5) provide national model for employment of university resources as community outreach tool in vital areas of "Applied Ethics".</p>	

**SUMMARY:**

Number of Mini-Grants Submitted	9	
Number of Mini-Grants Approved	4	
Number of Mini-Grants Not Approved		
Dollars Awarded		\$8,000