

3.6 Inventory of technology resources for students and faculty

The technology resources that students and faculty of the CETYS University System have for the support of its academic activities are very different. Faculty and students have access to different areas, laboratories, and centers where they are provided with a series of services which are listed first by System and subsequently by each Campus.

CETYS UNIVERSITY SYSTEM

At a system level, resources that the campuses of Ensenada, Mexicali, and Tijuana share are the following:

VIDEOCONFERENCE HALL

This hall is managed by the area of Instructional Technology of the IT department. It develops distance learning classes (e-learning) between the 3 campuses as well as courses, conferences, and meetings with other educational institutions at a national and international level. The hall features multipoint connection equipment that allows you to have linked to a videoconference up to 4 institutions at the same time. In addition, it has a connection via IP and ISDN using speeds of 128, 256, and 384 Kbps. The system allows you to upload presentations in PowerPoint format as well as video.

The teacher can request the service entering the Internet address of the video conference system to book it and subsequently schedule the space for his/her class, course, or meeting.

WEB Conference

In addition to the videoconference Hall, other conference mechanisms are used based on the Internet.

The Skype system is used frequently to make links in conferences of Symposiums, Colloquiums, and even classes. The presenter is located remotely and the audience is located inside the campus. It is usually carried out in the Auditorium or in any audiovisual hall.

Pilot tests have begun with some faculty using the WEB conference. For this activity several systems were evaluated and Adobe Connect was selected. In the same way, pilot tests have been done with Streaming Video via the Internet; for this we have used the services of "U Stream" and "Live Stream."

In addition to the transmission of video classes, the "2011 Baja California - Asia Forum" in Tijuana and the final game of the College Football in May 2011 in Mexicali were broadcasted on Streaming Video.

BLACKBOARD

This platform gives support to students and faculty of Undergraduate and Graduate programs of the 3 campuses. There are administrators of the platform which are distributed on the Mexicali campus and on the Tijuana campus. To improve the level of service for the academic community, starting on the year 2011 the Hosting service with Blackboard Inc. was hired.

MiCAMPUS WEB SITE

This web site is mostly comprised of two areas: an area of an administrative nature where there is personal information of both faculty and the student, and an academic area where faculty and student have access to a variety of resources for educational technology, including Blackboard and the Online Portfolio.

The function of capturing grades by faculty was added in the year 2010. Pilot tests were carried out with good results, and it was introduced in the bachelor's degree in the year 2011 at the Mexicali and Tijuana campuses, and with a pilot group in Ensenada.

ELECTRONIC PORTFOLIO

The e-portfolio is a Web scheme resource in which faculty and students of the CETYS University System can interact because through this resource the following can be achieved:

- The teacher can assign projects, which he/she will evaluate and provide feedback to the students.
- The student can upload information from papers, exhibitions, and projects. Regardless of whether they are the result of papers done in class or personal ones.

Resource Center for Learning and Research (CRAI)

The Institutions of Higher Education have the great challenge of dealing with the essential integration of new technologies in the training and updating of knowledge, skills, and attitudes of faculty toward the appropriate use of technology from a pedagogical point of view.

At the end of the year 2009, it set a goal of transforming the way of supporting faculty in the use of information and information technologies in a holistic way.

The mission for this change included to assemble not only the resources and services in educational technology -situation that had been already covered at the Mexicali campus years ago with the creation of the Centre of Technology for the Improvement of Education (CETEME) - but also to integrate services offered by the Libraries of the CETYS System, and to boost faculty training along the line of educational technology. The project's scope was: to make available to all the faculty of the CETYS University System the following resources and services:

1. The availability of resources in educational technology (computer equipment, software, virtual learning environments, training and technical support services, among others).
2. The availability of resources and library services (books, magazines, electronic data bases, e-books, audiovisual equipment and computer loan, among others services) as well as training in the field of Information Literacy (ALFIN) or Informational Skills Development (DHI).
3. Faculty training in the use of technology for educational purposes (learning objects design, learning strategies and experiences based on technology, design of online courses, among others).

Consequently, and as a result of a coordinated effort between the Library, the Center for Development and Academic Improvement (CDMA), and the Director of Information Technology and Telecommunications, we seek to establish a centre that responds to the consolidation of the use of the ICT's among faculty. This center should work on a System level.

That's how it's first born at the Mexicali campus the Resource Center for Learning and Research (CRAI) in the year 2010; later in the first quarter of 2011, it opens at the Tijuana campus.

The CRAI facilities are located in the Norberto Corella Gil Samaniego Library-Information Center at the Mexicali campus, in the Luis Fimbres Moreno Library at the Tijuana campus.

The CRAI is a space created for the academic community of CETYS University. An essential purpose of the center is the promotion and proper use of the ICT's for the support in learning and research; primarily in the use and production of information in all its formats: text, audio, and video. The objectives pursued by the CRAI are the following:

That the academic community of CETYS University:

1. Learns how to use properly and effectively the different information resources (print, electronic, and audio-visual)
2. Develops its information skills and/or becomes an alphabet of the information.

3. Learns how to utilize the necessary tools for the creation of audiovisual, electronic, and multimedia resources.
4. Manages and organizes the classes through the use of virtual learning environments for the fundamental purpose of strengthening the faculty work and enrich student learning.

We now show the resources that the CRAI has on each one of the campuses.

CRAI-Mexicali:

Resources	Equipment	Director/ Coordination Responsible
Presentation Hall	Screen, Board, Video Projector, Internet Connection	CDMA
Recording Booth	Video Camara, Document Reader, Video Editor, Monitor, Microphones, Closed Circuit, and Internet Connection	CDMA
Analysis Hall	52"HD TV, Blu-Ray Recorder, Closed Circuit	CDMA
Multimedia Hall	4 Computers, Color Printer, Scanner, DVD-VCR Recorder, Closed Circuit, and Internet Connection	CDMA - Library
Computer Lab	20 Computers, B/W Laser Printer, Video Projector, and Internet Connection	Library
Audiovisual Resources	4 LCD TV, 2 DVD Recorders, 1 Blu-Ray Recorder, 1 DVD-VCR Recorder, and Closed Circuit.	Library
Training Hall	Board, Video Projector, Closed Circuit, and Internet Connection	Library

CRAI de Tijuana:

Resources	Equipment	Director / Coordination Responsible
Planning Hall	Not Available	N/A
Recording Booth	Not Available	N/A
Analysis Hall	Not Available	N/A
Multimedia Hall	4 Computers, Color Printer, Scanner, and Internet Connection	CDMA - Library
Computer Lab	20 Computers, Video Projector, and Internet Connection	Library
Audiovisual Resources	3 Computers prepared for recording Video material, and Internet Connection	Library
Training Hall	Board, Video Projector, and Internet Connection	Library

CRAI de Ensenada:

It is estimated that for the second half of 2011 the remodeling works for the creation of the CRAI in this campus will start.

Educational Technology for the Director of Information Technology and Telecommunications:

The participation of the Director of Information Technology and Telecommunications within the project CRAI consists in the support of providing the following services:

1. Operation of the Videoconferencing System
2. Blackboard Administration (creation of courses, student registration)
3. Operation of Closed Circuit in the Campus
4. Filming of academic events
5. Transferring or digitalization of information (VCR to CD or DVD)
6. Technological Tutoring and Training in:
 - a. Blackboard
 - b. Creation of video tutorials
 - c. Videoconferencing system and web conference
 - d. Video editing
 - e. Microsoft Office
 - f. Other multimedia edition systems

Prior to 2010 this was part of the Center for Technology for the Improvement of Education (CETEME) whose functions are integrated in the concept of the Center (CRAI).

LIBRARY- INFORMATION CENTER:

The participation of the library in the CRAI is given through the areas of audio-visual resources and the newspaper library.

Audio-visual Resources offer to the student and faculty of the institution the following services:

1. Audiovisual Equipment loan (overhead projectors, VCR/DVD's, television, video camera, projection screens, and flip chart bases).
2. Computer equipment loan (Multimedia Projectors and laptops)
3. Access to the computer lab of the CRAI. It has a total of 20 computers with access to Microsoft Office and with Internet access.

4. Printing Service.

The area of the Newspaper Library offers the students and faculty the service of Electronic Data Bases (EBSCO, Infolatina, among others) as well as counseling on training for the proper use of such bases.

Finally, the Library, through the circulation department, promotes between students and faculty of the institution the loan of audiovisual material in DVD format (commercial movies, documentaries, and other related themes). It also provides counseling on the use of the catalogue of books and the service of catalogues, loan, or renewal of books or audio-visual material on-line.

MEXICALI CAMPUS

FACULTY COMPUTER SYSTEM

The following table shows the computer system designed for faculty.

Full-time faculty + part- time faculty	Faculty with computer equipment	Faculty with laptop
39 + 2	41	41

HALLS

The Mexicali campus has four buildings, three of them (Esposos Hermosillo, Kenworth, and Amarillas) divided in two halls each, and the fourth one (Gallegos) that is an isotopic classroom. In total 7 Halls for teaching academic classes and special events, which can be used by the students and faculty. Each hall is equipped with a multimedia video projector, a computer, Internet connection, wireless keyboard and mouse, video player, and loudspeakers.

CLASSROOMS

Each of the halls where you can conduct the undergraduate and graduate classes is equipped with Internet connection and multimedia projector, which are used for faculty and students during the entire period of classes. We attach the following table:

Building	# Classrooms	Projector	PC	TV	Sound
Mexicali					
Central Halls	32	32	-	-	-
Special Halls	14	14	6	-	6
Languages	21	21			
San Luis	5	5	5	-	5
Portable Equipment					
Library		5	7		
Graduate		4	4		
Continuous Edu.		3	3		
Undergraduate		2			

COMPUTER LABS

Below is a chart indicating the capacity of the computer system with which the laboratories of the Mexicali campus count on.

Laboratory	Capacity	Use
High School	70	Use in Computer classes
Library	27	General Use
General A	24	General Use (Undergraduate)
General B	16	General Use (Undergraduate)
Graphics Design	20	Macs
Industrial Engineering	10	SW Statistics, Simulation, etc.
Advanced Computer	20	DB, Prog, Electronic Design
CEDICOM	12	Mechanical Design
CETEA	20	Open standards
Strategic Planning	20	Strategic Planning / Univ. Ext.
Entrepreneurs	6	Business Counseling
Languages	28	Language Classes
Mechatronics	6	Mechatronic Internships
Control & Automatization	4	PLCs Programming, etc.
Electronics	4	Design and Electronics internships
TOTAL	287	

TIJUANA CAMPUS

FACULTY COMPUTER SYSTEM

The following table shows the computer system assigned for faculty.

Full-time faculty + part- time faculty	Faculty with computer equipment	Faculty with laptop
23 + 6	29	19

CLASSROOMS

Each of the classrooms where you can conduct undergraduate and graduate classes is equipped with Internet connection and multimedia projector. We enclose the following table:

Building	# Classrooms	Projector	PC	TV	Sound
Classrooms	56	56	-	-	-
Special Halls	10	10	-	-	-
Portable Equipment					
Graduate		2	6		
Cont. Educ.		1	6	-	-
Undergraduate		-	5	-	-
High School		-	1		
IT		1			

COMPUTER LABORATORIES

In the case of the computer laboratories, the equipment is distributed as follows:

Laboratory	Capacity	Use
General	28	Use in Computer classes
Multimedia	16	For Classes – via reservation
Creativ. & Digital Design	20	For Classes – via reservation

Technological Innovation	24	For Classes – via reservation
Library	24	Information Browsing
Networks	20	Networks & Operating Systems
Digital Art	30	Digital Graphics Design
Electronics	4	Electronics Internships
Methods Engineering	4	Engineering
Manufacturing	3	Manufacturing Internships
Mechatronics	7	Mechatronics Internships
Physics & Chemistry	1	Physics & Chemistry Internships
TOTAL	181	

ENSENADA CAMPUS

FACULTY COMPUTER EQUIPMENT

The following table shows the computer equipment assigned for faculty.

Full-time faculty + part-time faculty	Faculty with computer equipment	Faculty with laptop
9 + 2	11	10

CLASSROOMS

The following table shows the equipment in classrooms.

Building	# Classrooms	Projector	PC	TV	Sound
Undergraduate	7	-	-	-	-
High School	15	-	-	-	-
Specia Halls	18	13	6	5	-
Portable Equipment					
IT		4	4		

COMPUTER LABORATORIES

With regards to equipment in laboratories, these are distributed as follows:

Laboratory	Capacity	Use
General 302	16	General Lab
General 306	32	General Lab
Universia	12	Access to BD & Graduate & Continouos. Education courses
Graphics Design	20	Graphics Design
Networks	8	Redes , S.O. y Electrónica
Library	11	General Use
Control	6	Autom. & Control Internships
TOTAL	105	

3.6.1 If online or hybrid, information on delivery method

Blackboard in CETYS University.

The platform Blackboard (Bb) has been in operation since January 2003. The use was originally directed to Bb for Undergraduate programs at a system level. During the first half of 2003, we worked on spreading and training faculty in the use of the tool. It was not until the second half of 2003 when the first courses were enabled.

The following is the statistics of the last 4 years:

	Mexicali			Tijuana			Ensenada		
	Total # of Courses	Total Courses Bb	%	Total # of Courses	Total Courses Bb	%	Total # of Courses	Total Courses Bb	%
2007	967	185	19.13	937	409	43.65	458	19	4.15
2008	953	287	30.11	920	480	52.17	458	48	10.48
2009	957	539	56.32	1003	492	49.05	407	69	16.95
2010	990	452	45.66	1020	632	61.96	433	92	21.25

Currently Blackboard is a tool of everyday use in the Mexicali and Tijuana campuses. It can be considered that at both campuses 100% of the full-time faculty knows how to use it, and the adjunct faculty training process is still ongoing. In the Ensenada campus is where you can still have major challenges in the implementation of this tool.

Blackboard has played an important role with those professors working face-to-face classes that use the platform as auxiliary means to get the necessary documents to their students to strengthen their education process.

In the same way the professor promotes the online discussions through the use of the Discussion Board as well as by sending the documents in electronic form using the Digital Drop Box tool.

The training of faculty is performed in two courses: (1) Blackboard Learn Enterprise, (2) The pedagogical use of Blackboard. Training is part of the faculty certification along the line of technology. The detailed information on faculty who has participated in this training is located in the document "Faculty Certificate Program CETYS (CDC)."

COURSES ON LINE

In the second half of 2005, The On-line Education project started. The project had its basis on the following:

1. The vocation to do humanistic education does not vary.
2. The educational model of CETYS remains face-to-face.
3. The CURRENT model establishes as one of its conditions the incorporation of technology into the educational process at all three levels.

The project consisted on taking 5 redesigned courses from the 2004 plans and "transform them" in their learning activities toward online education.

Later on we would experiment with these 5 courses and evaluate the experience within the framework of educational research, and determine if we went ahead with the opening of groups or we would seek other ways to promote e-learning at CETYS.

The project had a duration of approximately one year (August 2005 to June 2006), where the project was monitored throughout the process.

Six instruments that were processed were applied and became six reports. The instruments were qualitative and quantitative and served two audiences: students and faculty.

Blackboard was the platform on which they worked the courses that gave life to the Distance Learning (e-learning) project.

Faculty who is involved in the project should display the knowledge and skills in the management of computer, Blackboard, and the Internet, but above all have knowledge in the management of strategies of education under the distance learning mode (e-learning).

Today we are still offering to students from 5 to 6 online courses per semester; the following stand out: Thinking Skills, Research Methodology, Financial Analysis, Human Beings and Ethics, to cite some examples.

The methodology of work ranges from having:

1. A face-to-face meeting using the videoconference system, and the rest of the session using Blackboard.
2. The class is 100% online using Blackboard as a basic supporting tool.

The most important challenge that CETYS has set in regards to the way of teaching courses will be described in the 2020 CETYS plan; where it establishes that in each academic program the students must complete at least 10% of their courses on-line.

Below we present the testimonies of two professors who have worked in the distance mode.

Professor Ana Cecilia Tagliapietra.

Adjunct Professor at the College of Social Sciences and Humanities

Course: Research Methodology (in English)

Uses:

Blackboard has been used as the main means of communication with students because the class is completely online with merely two face-to-face sessions to verify progress.

The platform serves as a means to present content, describe activities, carry out discussions with the group, and reach agreements when necessary.

As part of the methodology, students work in small teams and these group pages are prepared where students must show evidence of their progress, meetings, etc.

The tools mostly used within the online courses are: announcements, discussion forums, group pages, calendar, safe assignments, my grades, assessment tools, and content areas.

Course organization:

The course is structured and organized by Units and Activities within each Unit (See Figures 2 and 3.).

Each Unit has a folder of activities with a description and link for each of the activities or assignments to be turned in.

Other technologies:

To facilitate students' learning, other (external) programs or technologies have been used such as: (1) Camtasia to elaborate the student's manual for the course; (2) Power Point to present content; (3) The University's Videoconference System to "reunite" with students outside the

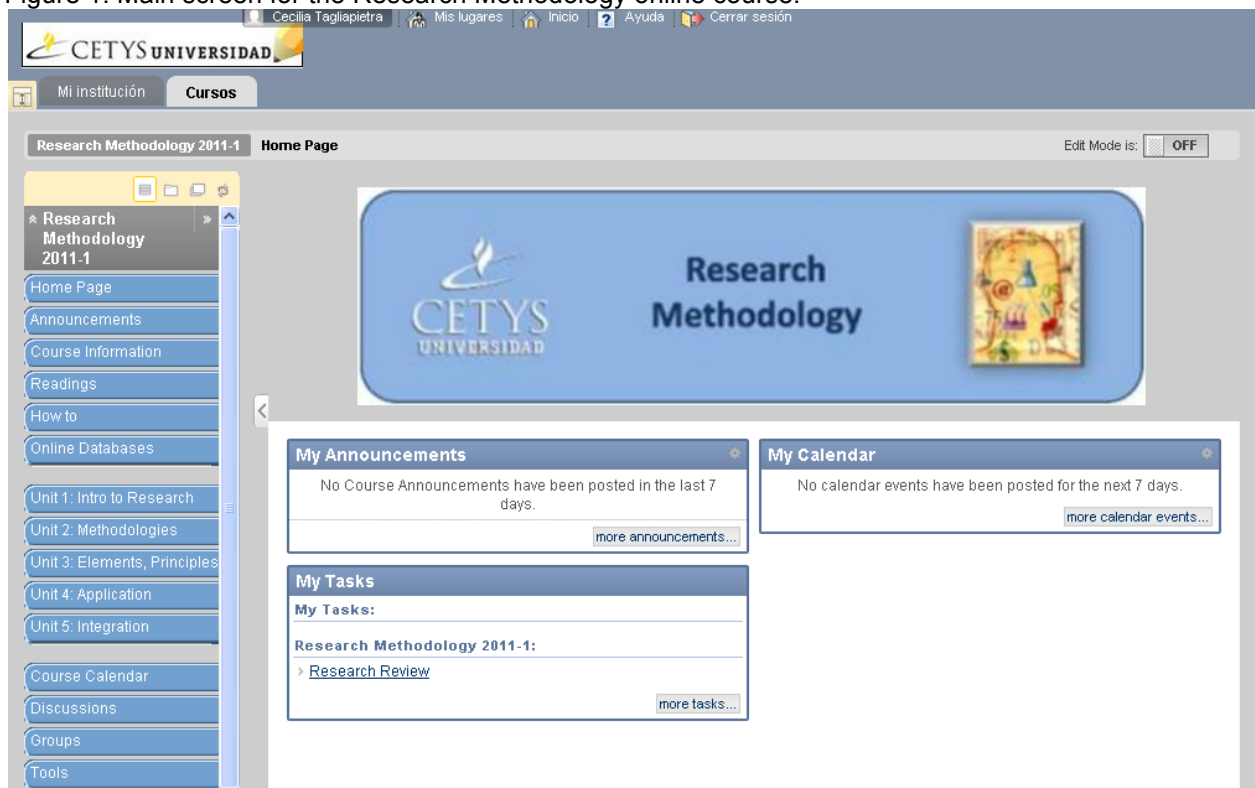
campus; (4) External chat (messenger) to answer questions immediately; (5) External e-mail to facilitate the track of e-mail sent and received; (6) Box.net to ensure a backup of all activities and facilitate group file sharing; (7) Institutional Electronic Portfolio for assessment processes.

Conclusion:

Blackboard has facilitated the organization and communication with students through its diverse tools; although it's imperative for faculty to have adequate training and preparation to know how to manage the multiple options this platform offers.

Teaching and administering online courses requires more organization on the teacher's behalf and a greater time investment beforehand because the course must be prepared and completed *before* the semester begins.

Figure 1. Main screen for the Research Methodology online course.



Research Methodology 2011-1

- Home Page
- Announcements
- Course Information
- Readings
- How to
- Online Databases
- Unit 1: Intro to Research
- Unit 2: Methodologies
- Unit 3: Elements, Principles
- Unit 4: Application
- Unit 5: Integration
- Course Calendar
- Discussions
- Groups
- Tools
- Help

COURSE MANAGEMENT

- Control Panel
- Files
- Course Tools
- Evaluation
- Grade Center
- Users and Groups

Unit 1: Intro to Research

Unit 1: Introduction to Research

Competency: Identify basic research concepts and relate this knowledge to their bachelor's, sharing knowledge and experiences with their classmates.

Topics:

- Self introduction
- Research review/ diagnosis: What do we know about research?
- Importance of research: What is and what is not research? Why is research important?
- What can I do and what have others done? (Look for qualitative and quantitative research within their own areas)
- What are some of the resources I can have access to?

Activities

Unit 1 Activities			January 24- February 20
Learning Activities	Modality	To Deliver In:	Delivery Date:
Activity 1. Presentation Forum	Individual	Discussion Forum	February 6 <i>First post by January 31</i>
Activity 2. Research Review	Individual	Survey Link	February 6
Activity 3. What is and what is not research?	Individual	Discussion Forum and Box.net	February 20

Figure 3. Course Organization (Activities)

* Research Methodology 2011-1
 Home Page
 Announcements
 Course Information
 Readings
 How to
 Online Databases
 Unit 1: Intro to Research
 Unit 2: Methodologies
 Unit 3: Elements, Principles
 Unit 4: Application
 Unit 5: Integration
 Course Calendar
 Discussions
 Groups
 Tools
 Help

COURSE MANAGEMENT
 * Control Panel
 Files
 Course Tools
 Evaluation
 Grade Center
 Users and Groups
 Customization
 Packages and Utilities
 Help

Activities



Activity 1

Activity 1. Presentation Forum

Turn in: January 31

Modality: Individual

Description:

1. Please access the **My Institution** link (top left- below CETYS' logo), click on **Tools/ Personal Information, Edit Personal Information** and add/modify the necessary information to maintain contact. **Remember to include an e-mail you will most frequently use/check for this class.**
2. You should upload a message in the **Discussion Board** that contains biographical data, such as: bachelors, current semester, future expectations, hobbies, interests, experience with online courses, etc. You should also upload a digital photo of yourself, including a description or explanation about the people/ circumstance of the picture. (Please be sure to edit the size of your picture, 150X150 is recommended).
3. After reading all of your classmates' information, please add a responding comment in the **Discussion Board** to at least two classmates regarding their provided information.



Activity 2.

Activity 2. Research Review/ Diagnosis

Turn in: February 6

Modality: Individual

Description:

1. For this activity, you must answer a brief "survey" (LINK AVAILABLE BELOW) regarding your research knowledge. Don't worry... there are no right/wrong answers here! I just want to know what you remember about the topic. You will only be assigned a "grade" for answering the survey on time.
2. After everyone has answered the survey, I will integrate the answers and share them with you in the discussion board.



Activity 3. What is and what is not research?

Attached Files: [Unit 1 IntroductionToResearch.pdf](#) (96.902 KB)

Activity 3. What is and what is not research? (Reading and Discussion)

February 13.20

Modality: Individual

Description:

1. Please read the document attached to this activity titled **Unit 1**.
2. **After** reading the document, you'll follow the instructions provided at the end of the document and turn in the analysis product in the link available for this activity. The papers mentioned in the document are available in the **Readings** section (menu), within the folder for Unit 1.
3. You'll also post a comment on the **Discussion Board** where you explain in two paragraphs: (1) main characteristics of each methodology, and (2) how this can be applicable to your bachelor's.
4. Respond to at least 2 of your classmates where you specify the ideas you agree/ disagree with.

Armando Robles.
Library Director, Mexicali Campus
Course: Organization of Information (On-line)

Ways of using it

Since the course is entirely online, Blackboard (Bb) is the only means of communication and feedback with the participants in a relevant manner: (1) it includes all materials to be reviewed: readings, exercises, and presentations, 2) the discussion forum allows the interaction not only from a professor to a student, but also between the students themselves who focus on tasks and specific exercises, 3) it enables you to schedule the sessions, materials, and learning outcomes related to the course, and (4) to keep the student informed of its progress in the class.

Organization of the course

The course was organized by session; each one with a length of one week in order to facilitate the student to carry out the activities scheduled in each one of them. As an example we show some screens of the course.

Other technologies

Because there is no visual contact with the student, and in order to facilitate learning, it is appropriate to use audiovisual technologies directly focused on the objectives of the course or on a lesson. For example, at the beginning of each meeting or topic you can use a video found in YouTube to invite the participant to reflect on the topic, which usually requests a short essay where he/she conveys its observations and comments; this is accompanied by a series of questions which will facilitate the task. It is also necessary the creation of videos in order to clarify learning concepts or make any demonstration, which must to be short in duration so as to captivate the student's attention.

In some cases it was not necessary to include the link of the YouTube videos because some participants could not open the recorded file in the BB, which were in a Flash format; however, the videos created and recorded in a Windows Media format file did not have a problem, which one can conclude that some students have not installed a software that allows a variety of video formats, or that all video found on the Internet is saved in Windows Media format file.

Conclusion

Blackboard is a platform that facilitates the presentation of a course entirely online by their multiple tools available to the professor. However, it also requires pedagogy of learning guided so that faculty does not only properly use it but that the courses which are presented on line have the desired impact on the student.

Figure 1.

My institution Courses System administrator
Module III: Organization of the Information (On Line) Start Here!

The edit mode is: DEACTIVATED

Module III:
Organization of
the Information
(On Line)
Main Page

Start Here!

Welcome

Start Here!
Tutors

Dear Faculty:

Session: 1: Apr 25- May1

Welcome once again to the Informational Skills Development Certificate Course. We will now work on Module 3: Organization of the Information.

Session: 2: from May 2 to 8

Session: 3: from May 9 to 15

Session: 4: from May 16 to 22

For this module we will have the direct tutoring of José Armando Robles Reyes, Director of the Norberto Corella Gilsamaniego Library-Information Center.

Discussions

Tools

Help

We invite you firstly to make a verification of the structure this model is comprised of. It is important to highlight that in session 4 we will include a questionnaire to evaluate the professor's performance as well as the contents seen in this module. Reason why we ask you that in due time send this questionnaire via e-mail to the coordinators of the Certificate Course.

Once again we reiterate our welcome and we are here to serve you.

Administration
of Courses

Figure 2.

My institution Courses System administrator
Module III: Organization of the Information (On Line) Contacts

The edit mode is: DEACTIVATED

Module III:
Organization of
the Information
(On Line)
Main Page

Start Here!

Tutors

Session: 1: Apr 25- May1

Session: 2: from May 2 to 8

Session: 3: from May 9 to 15

Session: 4: from May 16 to 22

Discussions

Tools

Help

Contacts

José Armando Robles Reyes

E-mail Armando.robles@cetys.mx

Work telephone 01 (686) 5673715

Office location: CETYS University System, Campus Mexicali, Norberto Corella Gilsamaniego Library-Information Center

Office Working hours: 8:30 to 13:00 & 15:00 to 18:00 hours

Notes

Position: Library Director

Administration
of Courses

Control Panel

Figure 3.

My institution Courses System administrator

**Main Page
Start Here!
Tutors**

**Session: 1: Apr 25- May1
and**

**Session: 2: from May 2 to 8
means**

**Session: 3: from May 9 to 15
Session: 4: from May 16 to 22**

**Discussions
Tools**

Help

ORGANIZATION OF THE INFORMATION

DESCRIPTION

The purpose of this module is that faculty gets acquainted with the concepts and practices of the organization of the information through a variety of means and storage formats of information.

LEARNING OUTCOMES

At the end of this module faculty will be able to:

1. Explain the publication cycle and describe the variety of publications found in all the different formats.
2. Identify the differences in production and organization of information in the different academic disciplines.
3. Summarize the advantages and disadvantages of the systems to access information.
4. Appreciate the resources of the libraries/librarians for supporting these efforts.

CONTENTS TO DEVELOP

1. Sources and Publications.
2. Organization and Access Systems.
3. The academic influences or disciplines.
4. Resources of the library/librarians

**Administration
of Courses**

Control Panel

**Cancelation of
fast registration**

Figure 4.

My institution Courses System administrator
Module III: **Session 2: from May 2 to 8**

Organization
of the Information **Hi! Press Here First**

(On Line)

- Download vide file: [P01.wmv](#)

Main Page
Start Here!
Tutors

Session: 1: Apr 25- May1
Session: 2: from May 2 to 8
Session: 3: from May 9 to 15

Video No. 1: The Vision of the Students Today

Session: 4: from May 16 to 22
Discussions
Tools
Help

Video No. 2: Book

Administration
of Courses

Control Panel

Cancelation of
fast registration

3.7 Inventory of technology resources for Staff

The technology resources that the administrative staff possesses have the objective of supporting them in the functions they perform.

Computer equipment.

100% of the administrative employees have computer equipment, e-mail, Internet access, and MS Office tools.

Video conferencing

The video-conferencing equipment hall is used for working meetings. We have recently started the utilization of web conference tools such as Adobe Connect and Skype.