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About INFOBITS

Infobits is an electronic service of The University of North Carolina at Chapel Hill ITS Teaching and Learning's Center for Instructional Technology. Each month the CIT's Information Resources Consultant monitors and selects from a number of information and instructional technology sources that come to her attention and provides brief notes for electronic dissemination to educators.

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MEET THE MILLENNIALS

The Millennials have arrived on our campuses. Who are these students? "Millennials are those born in 1982 or later. They expect to have access to the same technology they have now -- computers, cell phones, pagers, and PDAs. This group likes to be connected. They also prefer the interactive to the passive, hence their preference for the Internet over television. The biggest difference between this current generation and previous ones is the type of technology they know intimately. This generation is the digital group -- the technology they grew up with is the technology we are getting used to as adults."

"Meeting the Millennials" is the theme of the collection of articles in the October issue of *SideBars*. Read about them and how to reach and teach them at <http://online.bcit.ca/sidebars/04september/index.htm>.

SideBars is distributed by email and on the Web at no cost and is published by the Learning Resources Unit of the British Columbia Institute of Technology [<http://www.lru.bcit.ca/>] "to support and recognize innovative practice in distributed learning at BCIT, and in the greater educational community." For more information, contact the editors at email: sidebars@listserv.bcit.ca. Subscription information: <http://online.bcit.ca/sidebars/subscribe.html>.

For more information on the Millennials, see

Millennials Go to College: Strategies for a New Generation on Campus

by William Strauss

American Association of Collegiate Registrars and Admissions Officers, 2003

ISBN: 1578580331

"What are the traits exhibited by the new generation of college students? How can colleges and universities tailor their strategic enrollment management efforts to best cater to the needs and desires of this new generation? *Millennials Go to College* outlines the seven core traits of the Millennials and provides practical recommendations for the recruitment and retention of students."

REWARDING FACULTY WHO USE TET TOOLS

"[T]o get tenured, spend more time on real scholarship and teaching, and don't waste time on this technology fad." The rewards for using technology-enabled teaching (TET) tools are still elusive at many institutions. In "Faculty &

Technology: Rewarding TET" (*Campus Technology*, October 2004), David Starrett, Southeast Missouri State University, outlines the concerns not-yet-tenured faculty have in using TET tools. Drawing on his own institution's situation, he describes the undervaluing of TET tools usage in promotion-and-tenure reviews and provides some suggestions for changing the current situation. The article is available online at <http://www.campus-technology.com/article.asp?id=10067>.

As of the October 2004 issue, *Syllabus* has changed its name to *Campus Technology*. It is published monthly by 101communications, LLC, 9121 Oakdale Avenue, Suite 101, Chatsworth, CA 91311 USA; tel: 818-734-1520; fax: 818-734-1522; email: info@101com.com; Web: <http://www.101com.com/>.

Annual subscriptions are free to individuals who work in colleges, universities, vocational and technical schools, and other higher education facilities in the U.S.; non-U.S. subscriptions are available for a fee. Go to <http://subscribe.101com.com/cam/> for more information.

LITTLE EVIDENCE OF USE OF CREATIVE COMMONS LICENSES IN ACADEME

Creative Commons is a non-profit organization founded in 2001 on the notion that some people would prefer to share their creative works (and the power to copy, modify, and distribute their works) instead of exercising all of the restrictions of copyright law. According to a recent article in *The Chronicle of Higher Education* ("Alternative License for the Arts Fails to Catch on in Academe" by Andrea L. Foster, vol. 51, issue 6, October 1, 2004, p. A34), "only a few college programs regularly use the group's licenses to grant access to online works. And few faculty members and scholars have independently chosen to use a Creative Commons license for their works." One reason may be because many academic publishers routinely request that scholars give copyrights to the publisher, and the scholars, in turn, don't insist on retaining their rights, thereby limiting the distribution of their work to a wider audience. Another reason, suggested by Lawrence Lessig, Stanford University law professor who founded Creative Commons, is that "the group was never geared toward academe. . . . Only recently has the group made an appeal to scholars."

Link to <http://www.creativecommons.org/> for more information about Creative Commons.

The article is available online to *Chronicle* subscribers at <http://chronicle.com/prm/weekly/v51/i06/06a03401.htm>.

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GLEASON SACKMANN RETIRES

After a long career in education, Gleason Sackmann retired this year. In 1998, he was awarded the SIG/Tel Educational Telecomputing Outstanding Service Award, and in 1996, he was rated #10 on *Newsweek's* prestigious List of "50 People Who Matter." Over the years, Sackmann moderated several important newsletters for educators: *K12 Newsletters*, *Network Newsletters*, and *New-List*. From 1993 to 2004, he published *Net-Happenings*. *Net-Happenings* covers conference announcements, calls for papers, network resource announcements, newsletters, and network tool updates. Over 9,000 individuals currently subscribe, with many more readers through the website and mail redistribution. *Net-Happenings* will continue publication under the direction of Karen Ellis, founder of the Educational CyberPlayGround website. As one who has benefited from Gleason Sackmann's work over the years (including his distribution of *Infobits* in his publications), I would like to express my appreciation for his tremendous contribution to the educational and Internet communities.

For more information about Gleason Sackmann, see <http://www.edu-cyberpg.com/Community/gmanbio.html>.

For more about Net-Happenings or to subscribe, see <http://www.edu-cyberpg.com/Community/NetHappenings.html>.

For more about CyberPlayGround and its other publications and services, see <http://www.edu-cyberpg.com/Community/index.html>.

NEW NEWSLETTER ON IT IN HIGHER ED

The Wired Campus is a new daily email newsletter available to subscribers of *The Chronicle of Higher Education*. The newsletter provides links to education news from *The Chronicle* and elsewhere online. *Chronicle* subscribers can sign up at <http://chronicle.com/infotech/newsletter/>.

HALLOWEEN LINK: GOTHIC LITERATURE

This year our annual Halloween link revisits "The Literary Gothic" website, which was our 1999 Halloween feature. The site is the creation of Jack Voller, Professor of English at Southern Illinois University at Edwardsville, where he teaches courses on Gothic and other forms of popular literature. The Literary Gothic is a guide to "all things concerned with literary Gothicism, which includes ghost stories, 'classic' Gothic novels and Gothic fiction (1764-1820), and related pre- and post-Gothic and supernaturalist literature written prior to the mid-C20. The goals of this site are two-fold: to collect in one place all links pertaining to the Gothic novel, Gothic fiction, and all other forms of literary Gothicism and subsequent traditions, and to make available etexts of important and overlooked early works of Gothic or supernatural interest."

Visit The Literary Gothic at <http://www.litgothic.com/>.

Recommended Reading

"Recommended Reading" lists items that have been recommended to me or that *Infobits* readers have found particularly interesting and/or useful, including books, articles, and websites published by *Infobits* subscribers. Send your recommendations to kotlas@email.unc.edu for possible inclusion in this column.

Interpersonal Divide: The Search for Community in a Technological Age

by Michael Bugeja

Oxford University Press, November 2004

ISBN: 0195173392 paperback \$19.95 (US)

Interpersonal Divide "documents how long-standing media theories--including ones by Marshall McLuhan--may no longer hold in the wake of new media and intrusive technology. Bugeja investigates the impact and motives of media ecosystems that have polluted the Internet and other digital devices with marketing ploys, delivering to consumers a global mall rather than a global village. *Interpersonal Divide* informs readers how to use media and technology wisely so that they enhance rather than replace community."

-- Oxford University Press book description

<http://www.oup.com/us/catalog/general/subject/Communication/SpeechCommunication/InterpersonalCommunication/?view=usa&ci=0195173392>.