



Date: October 5, 2000

To: Rob Weis weisr@philau.edu

From: Robert Waas r.waas@worldnet.att.net
Kay Cubbin d902944@msn.com
Mickey Engel MGEngs@aol.com
Jesse Berg bergbronze@yahoo.com

Re: Use of the PhilaU Network in our Master's Capstone Project in Instructional Technology

As part of our final project in the MSIT program at Philadelphia University, we will be developing an interactive instructional program for Dr. Diana Cundell for use in her immunology class. Ideally, this instruction will provide students with three-dimensional animations of biological interactions. As you know, these types of animations are too large to send across the WWW. So, one of the delivery options that we would like to investigate is the Philadelphia University network. Depending on the capabilities, we are considering placing the unit on the network and having students access it from on-campus location, thus increasing the connection and information transfer speed. Could you please assist us by answering the following questions and adding any other insights that you might have.

1. How many labs are available for student use on campus?
2. What types of computers are in each lab? Platform, speed, browser, CD-ROM, and browser version.
3. What type of connection to the network does each of these labs have? In other words, is each of the labs capable of receiving a smooth transfer of video information?
4. What is the average usage of these labs like? Are there times that are busier than others? Do the busy times slow down the transfer of information?
5. Where on the network would be the best place to store this program? Should we use Dr. Cundell's network space for students to access?
6. Can we test our program on the network to make sure that the program functions as desired?
7. Do we need special rights to load this type of program onto the network? If so, how do we acquire them?
8. If we need more space than is allotted, can you temporarily allot us the necessary space? If so, what is the process?
9. Do you think that the Philadelphia University network is capable of handling this type of program?
10. Please offer any other comments or suggestions that you feel would be of benefit to us.

Thank you for your time and assistance. We look forward to working with you.

Mickey Engel, Jesse Berg, Bob Waas, Kay Cubbin



To: Diana Cundell
From: Virtual Immunology
Robert Waas
Kay Cubbin
Mickey Engel
Jesse Berg

Date: 9/25/00

Re: Questions for Dr. Cundell

Message: Diana, please review these questions in preparation for our meeting Wednesday, September 27, 2000. We do not need written or final answers to them yet, but we will want to discuss them to get a clearer idea of how to proceed. The questions have been grouped into sections that we hope are easy to follow. We understand that this is a lot of work for you, but we want to do the most thorough job we can. Looking forward to meeting with you.

VISION

What is your vision of the project? Simulation? Interaction? In other words, will the modules provide the majority of the instruction or will there be student teacher interaction and debriefing? Do you view this project as a supplement or self-standing instruction?

It is understood that the 3 D animation of microscopic activity is important to the project, however there is mention of laboratory tests in the problem sheet. In what manner is the laboratory test procedure conveyed in your lessons? Can the procedure be conveyed as a video clip or still image sequences rather than 3 D animated graphics?

How do you envision testing student learning within the program?

What are your expectations/hopes for interactivity? (I.e. Manipulating molecules and atoms (through drag and drop) and seeing cause and effect, seeing them move in 3d space, seeing them rendered in 3d in a static but sequential progression, depiction of chemical reactions, etc.)

a. First, imagine you could have anything you wanted in terms of interactivity, as if you were working with a professional company and had an enormous budget. Describe your "pie in the sky" computer program.

b. Second, imagine you have no money to spend, and are working with students with no real world professional experience, for whom this is not a full time job, but who plan to do their best considering all limiting factors. List your conservative, minimal list. This is the "beggar's", not the "chooser's" wish list.

Do you see this multimedia instruction as a supplement to classroom teaching, or as a stand-alone product for instruction on various topics?

Do you see this instruction as being interactive with the students?

TECHNOLOGY CONSIDERATIONS

What are the technologies available for your use and the students' use? (What type of computer access for students (lab, few stations, Internet access, CD-ROM, etc).

Where do you intend/expect/hope for this program be used? Home, Campus computer labs, independently on the students own time, during scheduled classes with your tutelage, etc.?

Will the product require updating as a result of continuous changes in curriculum?



AUDIENCE

Do you know other immunology professors that would benefit from this product that we could survey for input during our needs analysis?

How many interviewees (upcoming and past students) do you have access to now?

Will the students be working individually or in a team?

INSTRUCTIONAL GOALS

What are the instructional goals of the project?

What are your desired learning outcomes? What demonstrable/executable skills do you want students to gain after completing this program?

How do you want this program to help students learn?

CONTENT

What is your desired content?

Can you provide examples of the cells and organisms that will be used in the project? Helpful information would be in the form of cell motions, colors, and relative sizes.

Could you please list, in order of importance, the four techniques you are interested in producing?

RESOURCES

What sources will help up better understand the material? Do you have a list of preferred web sites pertaining to the immunology lessons involved in this project?

Are there sources that can help me understand the subject matter better? (I.e. books, white papers, Web-sites or documentation)

What are the technologies available for your use and the students' use?

LOGISTICS

How long will it take for you to distribute and return a survey?

Will any copyright material be required for the project? If so, is there a budget for this material?



IMMUNOLOGY MULTIMEDIA QUESTIONNAIRE
Fall Semester 2000

As you may know, we are Philadelphia University Instructional Technology students. We are developing an interactive multimedia-training program (about antibody interaction with foreign microbial surfaces) that is being designed to support the Immunology class that is a part of the Physicians Assistant Program at Philadelphia University.

We request your completion of this questionnaire to help us learn more about your training and information needs and preferences. The information you and others provide will assist us in our continuing effort to provide better instruction.

Your answers will be handled in the strictest confidence. Your answers will be tabulated with those of others to determine information needs, content requirements, format preferences, and overall quality. Thank you for your time and assistance.

NOTE: Return this survey via e-mail to Jesse Berg at bergbronze@yahoo.com by October, 6 2000.

COMPUTER QUESTIONS

1. I have _____ years of computer experience. (Mark your answer or fill in the blank as appropriate)
 1 year or less 2- 4 years 4 years or more

2. I have used a CD-rom, and feel comfortable using information on a CD-rom.
 Strongly agree Somewhat Agree Disagree

3. I use the Internet and feel comfortable with hyperlinks and navigating through web sites.
 Strongly agree Somewhat Agree Disagree

4. I have access to a computer and the Internet at home?
 Yes No

5. If you currently own a computer please provide the following information to the best of your ability.
Platform _____ (i.e. Mac OS, PC)
Processor speed _____ (i.e. PentiumII 400Mhz)
RAM _____ (i.e. 128MB)
Modem Speed _____ (i.e. 56K)
Browser _____ (i.e. Internet Explorer 4.0, Netscape Navigator 3.0)

6. Have you ever logged on to the Philadelphia University computer system from campus?
 Yes No

7. Would you be willing to use campus computer labs for computer based supplemental Immunology material outside of class time, in addition to scheduled class meetings?
 Yes No

8. If you commute to campus please check the time frame that best represents your average travel to Philadelphia University. If you live on campus check N/A
 15 minutes 30 minutes 60 minutes N/A



LEARNING PREFERENCE QUESTIONS

9. How would you like to receive information that supports in-class study?

Rate the following from 1 = "most preferred" to 4 = "least preferred. Leave blank any information sources that you would not use at all.

- Printed Materials (graphic and text)
- On-line Text Materials (graphic and text)
- Interactive On-line Tutorials (2D and 3D simulations)
- Other (please specify and explain)

10. I imagine that 3d animated models could make the concepts of chemical reactions easier to understand than overheads, lecture and traditional classroom presentations.

- Strongly agree Agree somewhat Disagree Strongly disagree

11. Consider the classes that you have learned the most from. What made them appealing to you?



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We request your completion of this questionnaire to help us learn more about your experiences in this class. The information you and others provide will assist us in our effort to design an instructional multimedia application that best supports the Physician Assistant students at Philadelphia University.

Your answers will be handled in the strictest confidence. Your answers will be tabulated with those of others to determine information needs, content requirements, format preferences, and overall quality. Thank you for your time and assistance.

NOTE: Return this survey via e-mail to Jesse Berg at bergbronze@yahoo.com by October 6, 2000.

1. What were the best aspects of the Immunology training offered at Philadelphia University? Please list and describe.

2. What were the worst aspects of the Immunology training? How would you improve or change these?

3. What type of material would you have liked to receive to have best augmented in-class study?

Rate the following from 1 = "most preferred" to 4 = "least preferred. Leave blank any information sources that you do not use at all.

- Printed Materials (graphic and text)
 On-line Text Materials (graphic and text)
 Interactive On-line Tutorials (2D and 3D simulations)
 Other (please specify and explain) _____
-

4. The overheads, presentations and readings adequately illustrated the concepts of Immunology.

Strongly agree Agree somewhat Disagree Strongly disagree

5. I feel that 3d animated models would have made it easier to understand the concepts of Immunology than the overheads and diagrams I was presented with?

Strongly agree Agree somewhat Disagree Strongly disagree

6. What other feedback would you like to provide to training developers?