

On Line

Bloomington Academic Computing Services
Indiana University Winter/Spring 1984

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Indiana University Bloomington

by John Lombardi, coordinator
Bloomington campus computer
literacy committee

In response to President Ryan's call for the development of computer literacy programs for faculty on all campuses of the university, the dean of faculties appointed a Bloomington campus computer literacy committee to contribute to the development of a faculty computer literacy program for this campus.

After consultation with faculty colleagues in several disciplines, conversations with the Bloomington Campus Computer Use Committee, and discussions with resource people in Bloomington Academic Computing Services, we have designed a program tailored to the special conditions of this academic environment.

Because the Bloomington campus is rich in computing skills and resources and because the faculty possess every possible level of familiarity with computing tools and techniques (from none to world-renown expert), we proposed a multilevel approach to the notion of computer literacy that would address in appropriate ways the interests and needs of faculty and academic staff in as many areas as possible.

Level one: General literacy

We see computer literacy on this campus involving activities at three rather broadly defined levels. The first, general literacy, is an introduction to computer literacy directed at faculty and academic staff who have no familiarity with these

machines and their capabilities, or faculty whose involvement with computers has been limited to a few functions. The goal of the introductory level is to teach individuals about the computer's range of capabilities and limitations. Participants will acquire the ability to use a microcomputer as well as a terminal connected to a larger machine to do simple but useful work in word processing, spreadsheet calculations, data base manipulations, and computer communications. A general discussion of programming languages will be included as well.

Illustrations, instructions, examples, and demonstrations will focus on tasks common to the academic environment: memo writing, research reports, grading and gradebooks, bibliography or data files, academic office management, computer-assisted or computer-managed instruction, and university resources for computing.

Training at the introductory level will begin in the spring semester of 1984 as an eight-week course that meets once a week for two hours. In addition to the two-hour sessions, participants will perform a series of exercises and tasks outside of class to sharpen their computing skills.

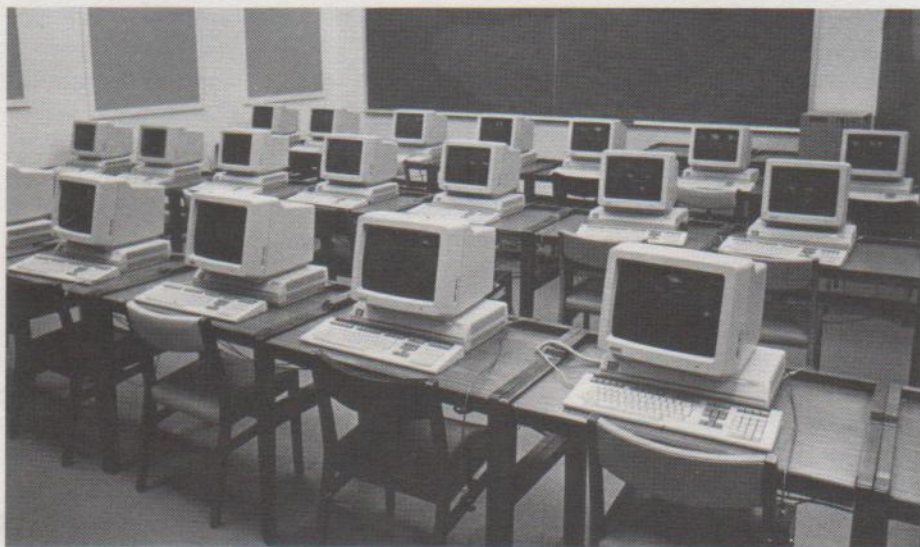
A microcomputer lab with 25 to 30 machines will be established for use in the faculty literacy program. An adjacent resource center will allow faculty to seek advice and review software, books, and other equipment. A group of time-sharing terminals in the Main Library will be dedicated to the program as well.

Level two: Major areas

Although skills acquired in the introductory classes permit faculty and academic staff to do useful work with computers, many faculty will require more specialized skills in areas more closely related to their academic specialties and to their research and teaching needs.

The second level of the computer literacy program addresses a series of topics and areas the committee has identified as starting points for the development of faculty computing skills. In the first year we will emphasize support in the areas of word and text processing, educational applications, programming, and information and bibliographical retrieval. The computer literacy committee, however, expects to receive suggestions for topics from faculty in a variety of disciplines.

The content and format of instruction will depend on the faculty recruited to provide the instruction, the nature of the skills involved, and the needs of the computer literacy program.



Faculty summer fellowships — described below — are available to support the development of classes or workshops in these major areas. In addition, support is available for the actual instruction that takes place during the academic year.

Level three: Special topics

Many faculty will benefit from specialized workshops focused on narrower and more advanced or innovative uses of computing resources.

The third level of the program will support the development of seminars, workshops, or other specialized events

Twenty-four DEC VT-240 terminals are available for faculty use in the newly-completed terminal cluster in Bloomington's Main Library.

focused on special issues in hardware, software, or computing techniques of interest to a significant group of faculty. The typical workshop or seminar might involve 10 faculty or academic staff working for an afternoon or weekend with the vendors of a new graphics device, or exploring a new technique in statistical analysis using specialized computer hardware or software, or learning about an innovative system for computer-assisted instruction in the arts.

The committee will welcome proposals for these activities and is prepared to support modest expenses to acquire ma-

terials, bring in outside experts, or otherwise pay for additional costs of presenting such workshops or seminars.

Summer faculty fellowships

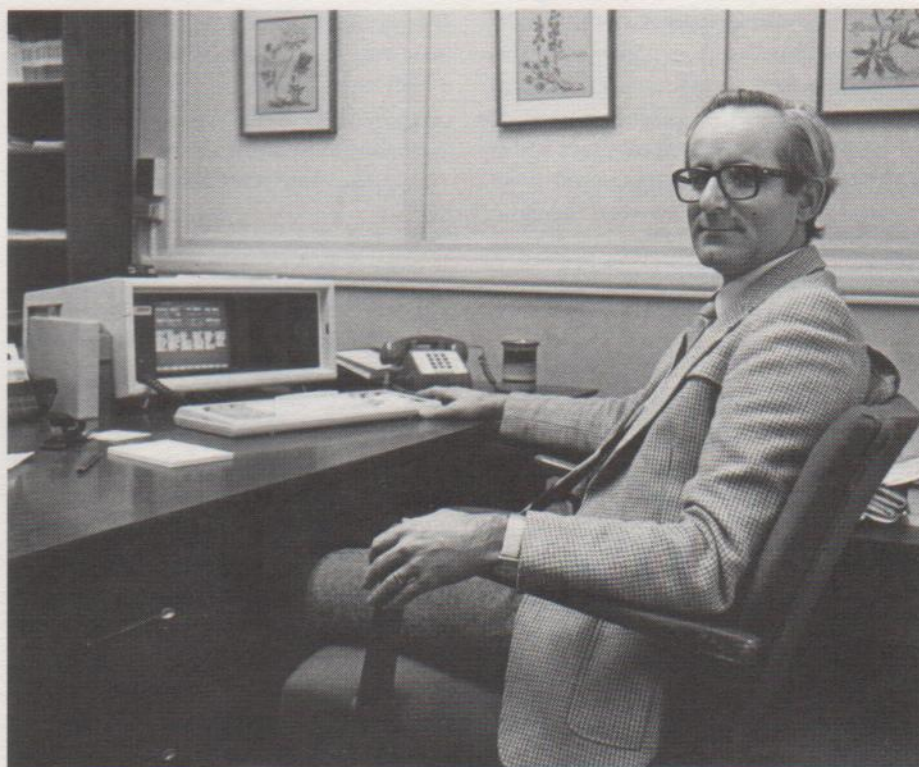
The Bloomington campus program includes a limited number of summer faculty fellowships — administered by the dean of faculties' office — for activities within the scope of campus computer literacy. Applications will be previewed by the computer literacy committee before being forwarded to the dean for learning resources for final selection.

Proposals funded under this program will support summer work to develop a level two course that can be delivered on the Bloomington campus. These courses will be designed to fit among other instructional activities already supported by departments, schools, or BACS. The committee will also entertain proposals for the development of the general literacy course.

Sources of funding

Funds for the Bloomington campus computer literacy program come from three principal sources.

- The president's office will provide funds for first-year equipment and other support funds, including faculty fellowships and stipends, administered by the dean for learning resources.



- The Bloomington vice president's office will provide funds for second-year and third-year equipment and other support funds, including faculty fellowships and stipends.

- Outside grants from interested equipment vendors will support additional equipment, supplies, and personnel costs.

Advisory committee:

N. John Castellan, *psychology*
 Daniel DeHayes, *BACS*
 J. Michael Dunn, *philosophy*
 Lee Ehman, *education*
 Jeffrey A. Hoffer, *business*
 H. Jack Martin Jr., *physics*
 Polley A. McClure, *biology/R&GD*
 James E. Randall, *medical sciences*
 Edward L. Robertson, *computer science*
 V.J. Shiner, Jr., *chemistry*

John Lombardi, coordinator of the Bloomington program, in his office with his Compaq micro-computer.

Lombardi is professor of history and dean of international programs at IUB. He has been working with computers since 1967 and microcomputers since 1979. Lombardi has an Apple II and an IBM PC which he uses for word processing, communications, and games. Lombardi is the author of Computer Literacy: The Basic Concepts and Language, IU Press.