



North Central Florida Chapter 298 NEWS

June 2007

Upcoming Events:

MEET-N-GREET

DATE: September 4, 2007

TIME: 5:30 PM

LOCATION:
2-Bits, UF Hilton
1714 S.W. 34th St.

DINNER MEETING

DATE: September 25, 2007

TIME: 5:30 PM

LOCATION:
UF Hilton
1714 S.W. 34th St.

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Editor: Sherry Wetzel

Chapter 298 Member Receives Volunteer of the Year Award

The Gainesville Sun recently reported that AITP North Central Florida Chapter 298 member Kevin G. Smith, Director of Information and Telecommunications Services for Alachua County, was named the winner of the Tommy Samples Volunteer of the Year Award for his work for Junior Achievement. More than 2,000 business professionals, parents, retirees, and college students work within the volunteer driven, non-profit Junior Achievement organization. These volunteers teach in local schools to provide local children with positive adult role models who demonstrate avenues of success in our free enterprise system. Junior Achievement uses hands-on experiences to help community youths build self-confidence while learning about economics, and has been recognized as one of the finest operations in the United States for its skills development and students' impact within their community. Congratulations Kevin!

Computer Forensics for Incident Response



John Sawyer, Senior IT Security Engineer of the University of Florida's Computing and Network Services (CNS), will be offering a presentation on Computer Forensics for Incident Response at our September meeting.

John's work for CNS includes maintaining information security awareness of legislation, policies, trends and standards relating to IT security, resolving incidents through proper incident handling and forensics, and providing security awareness and training to university personnel.

John is a Certified Information Systems Security Professional, GIAC Certified Incident Handler, Firewall Analyst and Forensic Analyst. He is a member of the SANS Advisory Board and has spoken for the past four years at the Florida Association of Educational Data Systems (FAEDS) on incident response and malware analysis. John also is an active freelance writer for Network Computing and Dark Reading Security Insider.

Article Introduction

Chapter member Sherry Wetzel wrote the follow article analyzing how well a recent presentation on Microsoft 2007 met the needs of the members from the perspective of current theories in adult learning. Sherry has a keen interest in the psychology of adult learning and wanted to share her observations regarding how well a typical Chapter presentation provides a sound learning environment for members and guests. Sherry was quoted as saying, "Too often people associate learning with formal schooling, but many adult learning situations take place outside of the formal academic setting. However, regardless of where learning takes place, it is important to provide an environment that promotes learning."

An Analysis of Adult Learning Theory at Work

by Sherry Wetzel

Often as adults we enter into continuing education situations as either a method of furthering our careers or in pursuit of interests outside of work. Sometimes we find ourselves becoming enthusiastic learners while in other cases we are disappointed by the training. Yet we often walk away with little understanding of what makes a good or bad adult learning situation. To help demonstrate what goes into making a sound learning opportunity for adult learners I recently analyzed a successful presentation from an AITP meeting with regard to how the presenters utilized the principles of adult learning. This adult learning opportunity consisted of a Microsoft Office 2007 Versus 2003 presentation facilitated by two representatives from Microsoft at the March 27, 2007 meeting of AITP Chapter 298, held at the University of Florida Hilton.

Facilitating Learning

This teaching situation took place after a dinner meeting while the participants were relaxing over their after dinner drinks in a private dining room that was semi-separated from the hotel's restaurant. The noise level coming from the main dining room, the bar down the hall, and the kitchen was sporadic and usually unobtrusive. The learning situation was set up as a one-hour introduction to the software upgrade with the expectation that the students would then follow up this ses-

sion with individual study time utilizing the vendor's CDs and the online tutorials. The learning situation took place in an informal and relaxed setting that was likely to enhance student comfort and maximized each student's learning potential (Driscoll, 2005). Humor was used frequently and appropriately to maintain student interest (Berk, 2000) and create an emotional environment that reduced the likelihood of student anxiety (Eysenck, 2004). The two instructors worked together with one lecturing while the other watched raised hands indicating student questions. The instructors were quite good at answering a question and then returning seamlessly to the modeling activities, and often used the questions to guide their adaptation of the class to the students' learning needs. This worked to reduce the anxiety of the students (Appelhans & Schmeck, 2002), facilitated the ability to tie the presentation to existing knowledge (Smith, 1998), and promoted motivation through student involvement (Woolfolk, 2005). The various sensory learning modes (Jensen, 2000; Tennant, 2006) of the students were accommodated by using lecture to reach the aural learners, using Power Point slides and computer demonstrations for the visual learners, and by providing hands on practice for the tactile and kinesthetic learners through the distribution of the product CD. Real life uses for the software were demonstrated as a means of increasing student motivation (Woolfolk, 2005) and

to tie the new learning material to previous learning so that the students were more likely to engage existing knowledge (Eysenck, 2004) and make sense of the newly presented material (Lenz, 1982).

Role of the Instructors

The instructors acted as enthusiastic and knowledgeable experts who modeled typical usage scenarios while explaining the changes from the previous version and demonstrating the user help features as a way of promoting student comfort and acceptance (Bonk & Kim, 1998). Before the modeling began the instructor talked with the students to discover their current skill level and needs, and then adapted the teaching materials to the specific needs of this group of learners. This type of adaptive teaching is highly praised by experts in the field of adult education such as Knowles (1984), Tennant (2006), and Seel (2004).

Invitation for Learner Involvement

The instructors created an environment of anticipation and acceptance for the new software by pointing out the benefits of the new system. This ability to prove the worth of learning is a valuable tool for gaining student acceptance and willingness to learn (Knowles, 1984; Glasser, 1988). By setting the class up in an informal environment and encouraging questions, the instructors also increased the likelihood of learner involvement (Merriam, 2001). The presentation materials were generally of an adequate size to meet the visual needs of the older or visually impaired adults in the training session (Meyer & Talbot, 1998) and were colored in a manner that facilitated clear visual differentiation between the various elements for any of the various forms of color blindness that affects approximately 8% of the male population and 1% of the female population of the U.S. (Arditi, 2005).

Learner Involvement

Since the learners consisted of information technology professionals, the material being taught was of interest from both a natural interest point of view and as a means of professional advancement. This interest on the students' part promoted motivation to learn Tennant (2006), created a natural tendency to ask questions Lenz (1982), and facilitated the learning process Seel (2004). The presentation took just over an hour, a timeframe well within the 90 minute span of attention for the adult human brain Jensen (2000), and the students remained relaxed and attentive throughout the presentation. After the presentation the students were given CDs containing the new software version and informational files pertaining to the online tutorials and support provided by the vendor to facilitate adaptation to the new version. This method of encouraging self-directed learning (Seel, 2004) was met with a great deal of enthusiasm from the students and provided a non-threatening way for the students to learn the program away from the observation of others or any other threatening environmental elements that might hamper learning (Driscoll, 2005). The instructors also provided a toll free phone number which the students could call with additional questions or for help during the learning process as a means of decreasing potential student frustration (Eysenck, 2004).

Positive Aspects

This learning situation presented several positive attributes likely to promote sound learning in the adult students. The relaxed atmosphere and use of humor utilized by the instructors created a good environment for learning. The similarity in work type, prior level of knowledge, and age of the students created a cohesive group of students with similar needs (Ackerman, 1998). The length of the presentation facilitated student attention and learning ability. The materials provided to the students after the presentation promoted self-directed learning and rehearsal to improve retention (Baddeley, 1998).

Negative Aspects

Thought the lesson began after the servers had cleared the tables, checks were distributed and pickup by the serving staff during the presentation, and noise from areas outside the dining room were occasionally loud enough to interfere with the presentation. These circumstances were likely to lead to loss of learning due to split attention on the part of the students during some portions of the presentation (Bristol & Viskontas, 2006).

Summary

This learning situation utilized sound principles that are emphasized by experts in the field of adult learning. It offered the students an excellent learning opportunity and promoted skill development. The facilitators demonstrated the understanding of the needs of the students that is integral to sound teaching for adults. As a result, the presentation was well received and acted as an excellent method of encouraging user to give the new software version a try. What more could be asked of a successful adult learning situation?

Bibliography:

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Resources (cont.):

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Minutes for the May Board of Director's Meeting

Meeting Location: GRU Operations Center, Gainesville, FL

Board Members Attending:

Michael Lucas, President
Jean Clark, Vice President
Sherry Wetzell, Secretary
Dianne Hope, Treasurer

Board Members Not Attending:

Sandy Trapp, Past President (Proxy to Jean)
John Tucker, Chapter Liaison (No Proxy)
Debbie Markham, BoD Mem. at Lg. (Proxy to Jean)

Meeting called to order at: 6:20 PM with a quorum present.

March and April Minutes: No corrections.

Move to approve: Dianne, 2nd by Jean, motion passed with all in favor.

Officer's Reports

President: Nothing new to report.

Vice President: Nothing new to report.

Past President: Nothing new to report.

Secretary: Nothing new to report.

Treasurer: The March chapter meeting was attended by 14 including the speaker. Need to work out coffee purchase with UF Hilton. They are currently charging the chapter for a cup per attendee without regard to the fact that most of our members aren't drinking coffee after dinner.

Committee Reports

Media: Nothing new to report.

Membership: Phoebe's report was read into the minutes by the President - We currently have 37 members reflecting 2 new members and 1 renewing member.

Audit: The audit has been completed by John Tucker and will be presented to the Board when he is next able to attend a BoD meeting.

Nominating: Nothing new to report.

Chapter Liaison: Nothing new to report.

UF Student Chapter: Nothing new to report.

Minutes for the May Board of Director's Meeting (continued)

Programs: Upcoming programs include -

May 22 dinner meeting will feature Casey Collins of C3 Wireless speaking on "Wireless Network Security".

Possible future programs include -

Digital forensics (to be arranged by Jean)

Forensic skull reconstruction (to be arranged by Dianne)

Infotech (to be arranged by Michael)

Dot.Net (to be arranged by Jean)

Trunken city wide emergency radio system (to be arranged by Jean)

Game server hosting (to be investigated by Jean)

Education: Possible tours being planned for 2007 include -

Deerhaven Power Plant in the fall (arranged by Jean)

Sabine Music Manufacturing (to be arranged by Michael)

St. John's Water Management (consider for summer program)

Airport tower (to be investigated by Michael)

Computer managed astronomy & photography (to be investigated by Sherry)

SFCC health emergency simulator (to be arranged by Michael)

COPA: Nothing new to report.

Old Business

Chapter Directory: A 4.5" x 3.25" printed directory including a mini-CD with the directory in electronic format was proposed. Michael and Jean to look into this idea.

Chapter Phone: Jean is still looking into this and will report back at a later date.

New Business

End of Year Gift to Active Members: The gift of a USB Flash Drive to each member attending the December chapter meeting was suggested. Jean volunteered to look into the expense of this idea.

Chapter Advertising: Placing ads in local resources such as *Gainesville Today* was suggested as a way of making more of the IT community aware of our chapter.

Next Meeting

June 12th tour 6 PM at SFCC health emergency simulation followed by 7 PM BoD meeting at Kazbor's Grill on NW 39th Ave.

Move to adjourn: Jean, 2nd by Dianne, motion passed with all in favor.

Meeting adjourned at: 6:50 PM.

2007 Officers & Board Members

President	Michael Lucas	352-392-1374 ext. 7266
Immediate Past President	Sandy Trapp	N/A
Vice President	Jean Clark	352-393-1126
Secretary	Sherry Wetzel	352-393-1568
Treasurer	Dianne Hope	352-334-3560
Chapter Liaison	John Tucker	352-337-2140
Board Member at Large	Deborah Markham	N/A

2007 Committee Chairs

Accommodations Committee	Dianne Hope	352-334-3560
Audit Committee	John Tucker	352-337-2140
Awards Committee—IPA	Open	
Awards Committee—COPA	Liz Thomas	N/A
Bylaws Committee	Tom Gumber	352-473-8000 ext. 8224
Education Committee	Open	
Media Committee	Michael Lucas	352-392-1374 ext. 7266
Membership Committee	Phoebe Bowers	352-316-1159
Newsletter Committee	Sherry Wetzel	352-393-1568
Nominating Committee	Sandy Trapp	N/A
Phone Tree Committee	Tom Gumber	352-473-8000 ext. 8224
Programs Committee	Michael Lucas	352-392-1374 ext. 7266
	Jean Clark	352-393-1126
	Deborah Markham	N/A
UF Student Chapter Advisor	Sandy Trapp	N/A
Student Chapter Coordinator	John Tucker	352-337-2140