Recently, we’ve had a few faculty contact us about their students’ loss of network connectivity in the midst of CLE exams.

As with most technology issues, preparation is prevention. We have found the vast majority of student connectivity issues are related to student internet reliability and not CLE outages.

We highly recommend faculty advise their students to take all online exams using a hardwired connection vs. WiFi. For example, students may access on-campus computer labs for hardwired internet during exams. If students are using WiFi, they should be thoughtful and selective about their WiFi connectivity e.g. not using public WiFi at coffee shops.

Students should check their connection before starting the exam and make sure they’re using the UCSF wpa connection when on campus, rather than the UCSF guest connection.

This ensures that hiccups in internet service do not result in CLE connectivity issues.

We recommend that instructors have a statement in their syllabus about network connectivity. Additionally, faculty should think about how they are going to handle connectivity-related exam issues.

If you have further questions about other best practices for CLE exams, please contact the HUB office at SONHUB@ucsf.edu.

### Meet the HUB Staff

**Hub Coordinator:** March Hajre, M.A.Ed., MLS

March recently joined the HUB in August 2015. She has 17 years of experience in instructional design, library science, & curricular innovation and is excited to support the SON faculty and staff.

**Teaching Assistant:** Natalie Ingraham, MPH, PhD(c)

Fall 2015 – Spring 2016

Natalie is a doctoral candidate in Sociology at UCSF. At the hub, she supports faculty & staff in CLE troubleshooting as well as creating hub documentation and media.

**Educational Technologist:** XinXin Huang, MS

XinXin has worked in Ed Tech at UCSF for 9 years. She is the HUB office’s CLE expert with a wealth of knowledge on Ed Tech at UCSF.
Tech Talks
by March Hajre, HUB Coordinator

In a recent *New Yorker* magazine entitled “Slow Ideas”, by Dr. Atul Gawande. In it, he discussed the process of change in innovative ideas, focusing on the area of science and medicine. One of his key questions is what factors impact the speed of an idea’s dissemination? Why do some ideas spread rapidly and others slowly or not at all?

One of the example stories he uses is how important birth aftercare procedures, such as being able to regulate neonatal temperature changes, can effect infant mortality. In a rural hospital in India, hospital doctors and nurses have worked for many years to change after birth protocol to reduce hypothermia, which was known to have dire consequences. The hospital had already tried a number of things, including a large purchase of incubators. Unfortunately, the incubators were hardly used, as well as other quality improvement ideas that never seemed to be brought into clinical practice.

So what does assist the spread of innovative ideas that can bring about the adoption of positive and beneficial changes? Well, surprise, it’s not any particular technology or financial incentive program, or manual telling us we ‘have’ to do things differently; it’s good old fashioned person to person discussion. Talking together. Dialogue. In the article, it wasn’t until the doctors and nurses discussed and demonstrated the changes in procedure that they wanted to implement this idea. It was the discussion that helped the idea and implementation spread. Dr. Gawande explains that we now have experts and research that point us back to those direct communication methods that really are the ‘key force in overcoming resistance and speeding change.’

I write all this in the first edition of the SONHUB newsletter in the hopes of beginning a dialogue with each one of you here in the School of Nursing. After all, the Hub office is new and we want to share our philosophy of practice, which contains innovative ideas for both teaching and learning. We welcome your email, phone call, or in person visit to begin this discussion about your educational technology and curricular needs, and how we both can assist with the development and spread of innovative ideas that will enhance the SON’s educational mission and practice.

Here’s the link to the full article: [http://www.newyorker.com/magazine/2013/07/29/slow-ideas](http://www.newyorker.com/magazine/2013/07/29/slow-ideas)

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HUB Training Information

Are you a new SON faculty, staff member, or teaching assistant that has never worked with CLE courses before?

The SON HUB should be your first stop for all things CLE related! We encourage all new SON faculty and staff to contact us for all your CLE needs.

We offer group trainings for teaching assistants quarterly and one-on-one trainings for faculty at our HUB office.

When appropriate, we also refer SON affiliates to the Learning Technology Group (LTG) trainings held approximately twice a month at the Parnassus Library.

LTG CLE Basics Trainings (Tech Clinics): [https://learningtech.library.ucsf.edu/-/attend-workshops/](https://learningtech.library.ucsf.edu/-/attend-workshops/)
SON HUB Calendar Winter/Spring 2016
More detailed information will be sent soon via e-mail.

October 2015
Winter/Spring 2016 course shells created.

November 2015
All Winter 2016 CLE courses finalized.

December 2015
SIS (automatic) enrollment set up for Winter 2016 courses.
Dec 21: Last day for Winter 2016 CLE Questions
HUB Office closed Dec 24-Jan 3rd.

February 2016
Create Summer 2016 CLE course shells. SIS enrollment for Spring 2016 courses.

March 2016
Fall 2016 CLE courses created.
TA EdTech Orientation held.

* Have an idea for us?
* Want to talk about a new technology?
* Want us to make a presentation at your next faculty meeting?
* Have an idea for a brown bag talk?

Contact us!

SON HUB Contact Info
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UC Hall Rm. 455
March Hajre: 415-476-6663
XinXin Huang: 415-476-9765
Natalie Ingraham (TA): 415-476-

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