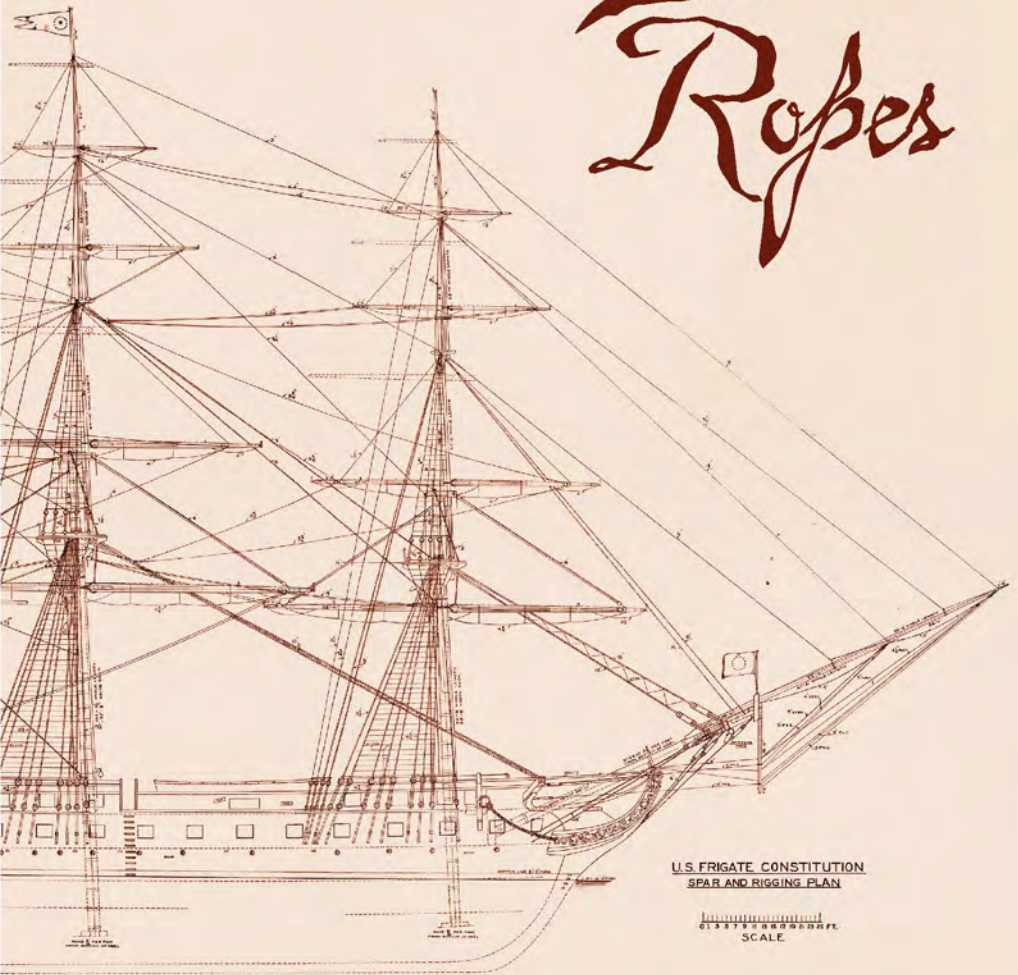


Learning the Ropes



A Guide for Instructional Media Consultants

For IMC: _____

Introduction

What You Need to Learn...

As an Instructional Media Consultant (IMC) what do you need to do to “prove” yourself? Rest assured that you would not have been hired if there weren’t a lot of confidence in your ability to perform already. That doesn’t mean to don’t have a lot to learn. You do. One of the first things you need to learn is—what to learn! That is the purpose of this little booklet.

IMCs help faculty improve learning their courses by helping them create and use media in their teaching. That’s our mission. Of course it’s much more than that, but helping others is the core of what is expected of you. Everything you do is to assist in helping others.



USS Constellation,
Baltimore Harbor

Learning the Ropes

A wind-driven sailing ship has literally miles of ropes. The technology we call “rope” is what made sailing possible. “Standing ropes” were double-wrapped and painted with tar to make them stand up to the weather, to help hold things up—like the ship’s masts. “Running ropes,” were pulled and tied to change the positions of sails, masts, booms, rudder, anchors, etc. in order to operate the ship.

Running a tall sailing ship with three masts requires many people, each of whom needs to know hundreds of distinct ropes, each with its own name and purpose, as well as how to tie those ropes into dozens of useful knots and hitches. A seaman who “doesn’t know the ropes” is pretty useless, except as a manual laborer. On the other hand, a sailor who “knows the ropes” is one who can be called on to perform any of the hundreds of tasks needed to run the ship. He is a trusted, valuable crewmember.

In the 18th and 19th centuries, seamen were divided into four groups

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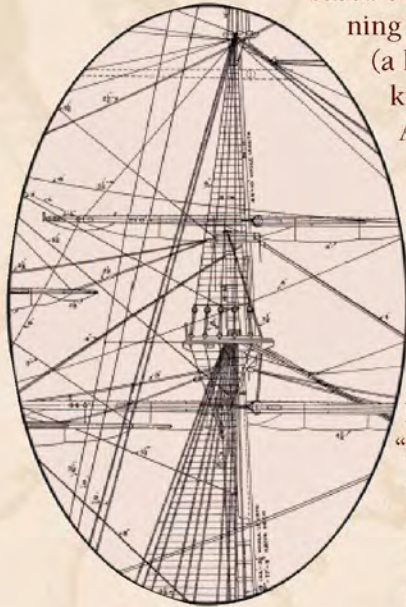
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IMC Skills Inventory 8

by S. Todd Stubbs



Detail: Rigging Plan
USS Constitution

based on their knowledge and skills. A beginning or novice sailor was called a “Landsman” (a kind of insult, referred to someone who knew nothing at all of the sea or sailing). An apprentice sailor, the second level, was called an “Ordinary Seaman” (or sometimes just an “Ordinary”). It meant someone who was “learning the ropes” (in the modern navy these are called “Apprentice Seamen”). At the third level, an experienced, capable, and trusted journeyman sailor became an “Able Bodied Seaman” (later shortened to just “Able Seaman”). This title was reserved for sailors that could be trusted to do any of the hundreds of duties on a sailing ship. One of the hallmarks of these people was that they knew all the ropes—the name of each and every one of them and what they did, and how to tie them. Beyond

this third level, some able seamen learned to command and help others in the general workings of the ship. Known as petty officers, they ran the day-to-day operations of the ship under the direction of the captain and other commissioned officers.

The work at just about any endeavor requiring a team falls into these four groups—including the work of helping faculty use technology. We have chosen different terms (we don’t think any of you are “ordinary”!) but we have a similar structure with four levels.

Four Levels

IMCs can advance through four ranks or levels. They are **novice**, **apprentice**, **journeyman**, and **mentor** (or

“On a boat, ropes are known by many names: *halyards* raise sails, *lines* secure the boat and its gear, *sheets* control the sails, *guys* keep a spinnaker anchored to the boat, and *twings* adjust sheets and guys--just to name a few.”

—Rai Peterson, Ball State University

levels 0, I, II, and III). If you are reading this for the first time you are probably a **novice**. Your ultimate goal should be to aim for **journeyman (level II)** status. **Journeyman** implies a level a skill that, no matter the problem of a faculty member who walks in the door or calls on the phone, you’ll be able to answer it immediately, or figure it out in short order. It is the equivalent of the “Able Seaman” mentioned above. In other words, you’ll know the ropes.

The IMC Skills Inventory

The IMC Skills Inventory (included at the end of this booklet) will help you understand what you need to master to perform at **journeyman (level II)**. The list is neither complete nor comprehensive. Think of this list as a kind of a map. Like a map, it doesn’t include every detail, just enough so that you know where you are and where you should be going.

Journeyman also implies a certain level of trust that the faculty will have in you. There is a lot more to this than just “skills.” You need to know how to be upbeat even when faculty are negative or complaining. You need to know how to gain their confidence. They need to feel that you can really help them. You need to “sparkle” and inspire. This is hard to do, and even harder to measure. That’s why we have the other IMCs help decide if you’ve reached that level or not.

What About Level III (Mentor)?

There is no requirement for you to move to the level of **mentor (level III)**. This level is reserved for IMCs who show leadership in the ability to help others, and a higher level of expertise in one or more of the areas we support. Mentor is somewhat like the petty officers who directed the detail work on the ship. **Mentor** is discussed in more detail below.



Detail, USS Constellation,
Baltimore Harbor

Animation Programming (Flash)

- 0 1 2 3 4 Import objects into the library
 0 1 2 3 4 Add an object to a cell
 0 1 2 3 4 Create a new cell
 0 1 2 3 4 Create a new key frame
 0 1 2 3 4 Create a motion tween
 0 1 2 3 4 Create a shape tween
 0 1 2 3 4 Show difference between event sound & streaming sound
 0 1 2 3 4 Export a Flash file to .swf format
 0 1 2 3 4 **My overall skills in creating Flash objects are at what level?**

Average of above ratings: _____

Answer to last question: _____

Clients Helped with Flash Problems: _____

CLIENT (OR "CHALLENGE") & DESCRIPTION _____ *DATE* _____

Other

- 0 1 2 3 4 My overall skills in _____
- 0 1 2 3 4 My overall skills in _____
- 0 1 2 3 4 My overall skills in _____

Clients Helped with Other Problems: _____

CLIENT (OR "CHALLENGE") & DESCRIPTION _____ *DATE* _____

Use this chart to record your progress

	Average Score	General Level	Number of Clients Helped	Projects or "Challenges"
University Environment				
Learning Management				
Document Portability				
Scanning				
Web Authoring				
Presentation Software				
Word Processing, etc.				
Image Software				
Audio Production & Editing				
Video Production & Editing				
CD/DVD Production				
Animation Programming				

Other

