Sakai Newsletter

January 22, 2009

1. From the Executive Director

As you may have read on the Sakai mail lists, the Sakai Foundation Board of Directors and I, the Executive Director (who is not a board member), will be having a retreat on February 9th and 10th. The retreat is being hosted by Marist College (in Poughkeepsie, NY), home of Sakai Board member Josh Baron.

While a strategy retreat is a good exercise on an occasional basis in any case, I think this is a particularly important time for one. There are two major reasons for this. The first is obvious perhaps: the emergence of Sakai 3. This will mean a transition in the community and, therefore, at least the potential for change in the goals and activities of the Sakai Foundation itself (e.g., what is our relative emphasis on supporting 2.x versus helping push 3.0 forward?). The second reason, though, is that there continues to be analysis of how Sakai product design and development work should happen. These issues have always been present but the proposal for Sakai 3 has brought them to the forefront.

We'd love to get your views on these issues. As usual, the advocacy list remains a good place for public discussion of these matters. But feel free to send an email to me or any member of the board.

You can read more on my blog at:

http://sakaiblog.korcuska.net/2009/01/13/sakai-board-retreat/

Michael Korcuska
Executive Director, Sakai Foundation
mkorcuska@sakaifoundation.org
phone: +1 510-931-6559
mobile (US): +1 510-599-2586
mobile (FR): +33 (0)6 31 11 58 97
skype: mkorcuska

2. Fluid Infusion 0.7 Released!

The Fluid Project is pleased to announce the final release of Fluid Infusion 0.7, a maintenance release featuring graceful degradation in the Uploader, improved documentation and many bug fixes.

Infusion 0.7 is available for download at:

http://fluidproject.org/index.php/downloads

What's New in This Release?

- Graceful degradation support in the Uploader
- Improved documentation
- Many bug fixes

See the complete list here:

http://issues.fluidproject.org/secure/IssueNavigator.jspa?mode=hide&requestId=10177

What is Fluid Infusion?

Fluid Infusion is a collection of rich, reusable, accessible user interface components built for the web. These components have been designed by a cross-disciplinary team and thoroughly tested for usability and accessibility. By incorporating Fluid components into your web application's user interface, you will make your application easier to use by more people. Easier to use means happier users.

Known Issues

An up-to-date listing of known issues with this release is available at:

http://issues.fluidproject.org/secure/IssueNavigator.jspa?mode=hide&requestId=10176

Help Us Build a Usable Web For Everyone

The Fluid Project is an open, collaborative development project. Our goal is to improve the user experience of community source web applications, so if you are a designer or developer and want to help change the world, consider getting involved! The Fluid component library includes not only full source code but also a designer's toolkit that offers useful design, accessibility, and usability strategies and documentation, all backed by a growing community of interaction designers, user interface experts, and software developers contributing a wealth of expertise in usability and accessibility.

Many thanks to everyone in the community for their hard work and support for this release!

Michelle D'Souza
Software Developer, Fluid Project
Adaptive Technology Resource Centre
University of Toronto
michelle.dsouza@utoronto.ca

3. New Forum Tool

Hi all,

This is an announcement of yet another forum tool for Sakai. Some Sakai people may have seen it already as Steve Swinsburg talked about it at the recent Australian Sakai conference. It's called Yaft (Yet Another Forum Tool), which is a bad name I know but at least there little chance of name clashes in contrib, and has come out of a requirements gathering exercise at Lancaster University (UK).

For more details have a look at the confluence page. There are some screen shots and binaries there.

http://confluence.sakaiproject.org/confluence/display/YAFT/Yaft

Cheers,

Adrian Fish
Software Engineer Centre for e-Science
a.fish@lancaster.ac.uk

---

4. Columbia Upgraded to Recent 2.5.x

Hello everyone,

On Sunday, January 11, Columbia upgraded its long-running Sakai pilot to a very recent version of the 2.5.x maintenance branch for the upcoming Spring semester.

In addition, we are using the post_2-5 branch of the Polls tool and have introduced Mailsender (1.4 branch) as a drop-in replacement for Mailtool, which we used for more than three years.

For more detailed information, please feel free to contact me directly.

Seth Theriault
slt@columbia.edu

---

5. Article Draft: "RESTful Sakai: Entities, SData and Widgets"

I've written a technical article that outlines some of the new work in the Community that is focusing on REST-based content addressability, clean URL spaces and client-side snippets of user-facing functionality known as widgets. I focus in particular on the server-side Poll Tool, which has implemented a number of entity providers in order to expose its shareable domain objects and its lightweight JavaScript cousin the Poll widget.

The latest clean version can be read here:

http://docs.google.com/View?docid=d7s4gpm_16c6hz57ck&pageview=1&hgd=1&hl=en

As I noted above this is a technical piece with code snippets and technical jargon. It targets the Sakai developer community and those beyond who are interested in the

software-side of the new ideas and approaches powering the Sakai 3 effort outlined earlier by Michael Korcuska in his Sakai 3 proposal (http://3akai.sakaiproject.org/access/content/group/sakai3/Sakai%203%20Proposal%20v 08.pdf). So it won't be of interest to all.

If you choose to read the draft, I would appreciate critical feedback on it. No doubt there are omissions, muddled prose and other obstacles to a clear understanding of the refactored EntityBroker service, RESTful approaches and client-side development practices.

Anthony Whyte
arwhyte@umich.edu

---

6. Save the Date: NYC Regional MeetUp

If you can, please join us for an NYC Regional Sakai MeetUp Friday, February 13th, 2009.

Location and time TBA, but will probably be an after-work thing in Manhattan. Please join the NYC Regional site on collab.sakaiproject.org for more information and updates.

Suggestions welcome.

Thanks!

Nicola Monat-Jacobs
nicola@nyu.edu

HE'S COMING

NYC SAKAI MEETUP 2.13.09

PHOTO BY PAMELA MOOREIGHT AT FLICKR

7. What's New With Using Sakai?

The End-User Support and Teaching and Learning group held a joint call on January 13th. Discussions took place, lead by Peter Knoop, regarding the creation of a "Using Sakai" umbrella confluence page for these, and possibly other groups, that would make it easier for those new to Sakai to understand what the groups do and how to get involved. The two groups also discussed Sakai 3 and how they could help contribute in more ways to this effort. Finally, Robin Hill from the University of Wyoming demonstrated, through a Breeze session (thanks to folks at Indiana), some of the innovative approach her faculty are taking with Sakai course sites.

The group has scheduled a SECOND JOINT CONFERENCE CALL for February 4, 2009 at 11:30 AM EST during which Peter Knoop will demo Sakai 3. This will lead into a more detailed discussion of how folks involved in "using Sakai" can contribute. Details on how to connect to this call will be posted to the End User and Teaching and Learning lists shortly.

Joshua Baron Director, Academic Technology and eLearning
Marist College
Josh.Baron@marist.edu

---

8. Sakai Use Case: Stanford Language Center

Following is a brief account of how we use Sakai in the Stanford Language Center, based on our presentation at ACTFL2007 and the Stanford Language Center Annual Report.

This is on the web, with a link to the slides from the source presentation, at http://www.stanford.edu/dept/lc/language/about/ LCAssessmentProgram.html

-----
"From Placement Testing to Exit Testing and Assessments in Between"

Stanford Language Center: Elizabeth Bernhardt, Joan Molitoris, Alice Miano, Sara Gelmetti, Kenric Tsethlikai, Ken Romeo

Overview

Over the last 10 years, under the leadership of Professor Elizabeth Bernhardt, the Stanford Language Center has worked to implement a systemic and systematic assessment program for all languages. This has centered on the Stanford language requirement but has made use of the national standards laid out in Standards for Foreign Language Learning in the 21st Century (1999) by the American Council on the Teaching of Foreign Languages (ACTFL). While Stanford's online learning management system (LMS) is a key component of this effort, it is important to note that the program is built around proficiency standards, which drive the pedagogy, and not around the LMS. The LMS, previously CourseWork, and now Sakai, is used to facilitate the movement of some formative and summative assessment out of the classroom in order to provide more time for teachers to actually interact with their students. Similarly, it is crucial to understand that there are clear goals for this program, the foremost being to improve student proficiency. If we cannot show progress, then there really is very little reason for doing any of it. This improvement is the goal of the department, and indeed the goal of the university. Consequently, it is important for the Language Center to be able to show that we are fulfilling Stanford's language requirement and we are able to use the successes we

have as a way to appeal for the resources needed to achieve this goal. In addition, we enhance our credibility both inside and outside the university by showing that students are improving. Finally, when clear proficiency standards are used, we are able to ensure a certain level of programmatic consistency within and across languages. Among the positive results of this effort to build curriculum around proficiency standards are more highly trained staff, a professional conversation about the role and use of these standards, and an increased interest among departments in the proficiency notation. Most importantly, however, students have shown a 20% increase in proficiency in the first year, and a 24% increase in the second year, and have given a very positive reaction to the curriculum.

Assessment components

The program starts with placement testing, which consists of an online, text-based assessment during the summer and then an on- campus oral assessment during freshman orientation, both done outside of the learning management system. At the end of the academic year, first and second year students take a Simulated Oral Proficiency Interview (SOPI) online, which is administered through the LMS using special software. As the name suggests, this assessment simulates a live interview with a series of questions that require oral responses. In order to do this, the software has to be designed so that users do not have control over the media and timing of the test: items play and recording starts and stops automatically, with no opportunity to pause or go back. Banks of these items are created by the staff at the Language Center, based on ACTFL oral proficiency interview guidelines, which can then be used for placement tests, year-end exit testing, overseas studies testing, occasional or external testing and proficiency notation guidance. In the 2007-2008 academic year, nearly 1000 students participated in placement testing across all languages, while roughly 650 students took the online first and second year exit exam in nine languages. Multiple prompts are developed so that multiple unique tests can be created. A "task force", including administrators, coordinators and instructors, meets several times to create the final drafts. Artwork is contracted and instructions and a range of native-language prompts are recorded. These are all then transformed into paper test booklets or loaded into the SOPI software. Paper placement tests are delivered in classrooms or auditoria around campus, but the SOPI is administered in the Digital Language Lab. Results are accessed through the LMS, archived to CD-ROM, and assessed over the summer by internal OPI testers. The results go directly to the office of the President, to show that the Language Center is indeed fulfilling the university's language requirement. This development effort is ongoing, in response to new languages and new technologies, like Sakai.

Curriculum

Curriculum is also based on these proficiency guidelines, and in order to evaluate students, coordinators have created computer- assisted online diagnostic assignments (OnDAs) of two types: oral diagnostic assessments (ODAs) and written diagnostic assessments (WDAs). ODAs are delivered four times per term for first and second year

students and, while WDAs are still in the pilot stage, they are run twice each term in several languages. Prompts in these OnDAs are tailored according to the proficiency level that is being assessed and structured after a live oral proficiency interview: a warm-up and a level check, then probes for more challenging functions, spiraling up the levels, and finally a wind-down that returns the student to a comfort level. The oral proficiency assessments are done in the assignments tool by embedding an image or video and the audio recording item type and the written diagnostic assessments are done using the short answer / essay item type in a timed assignment. These items are all created by the coordinators for each language and are posted as assignments to separate "resource" sites. Instructors are members of this site and they copy the necessary assignments into their own sites. The OnDAs are evaluated on a credit/no credit basis and students are given individual feedback, although each department determines how this is implemented: some departments give feedback in the LMS, but some departments give it verbally in individual meetings. The assessment criteria are based on ACTFL guidelines and students are rated on how the task is performed or how severely communication is impeded. The Language Center has found that because OnDAs can be taken individually, not only can class time can be maximized and optimized for useful practice, pressure to perform is also generally reduced. However, it is important to note that both students and instructors need to be familiar with the technology, and comfortable using it.

Beyond first year

After the first year, students begin to work much more on oral and written presentational language. While the pedagogy involved in writing is easily facilitated by tools in Sakai such as file upload, presentations have always been much more difficult to implement in pedagogically sound ways. The ideal method has always been to provide feedback in addition to making the recordings of presentations available to both the students and the instructors. In the past, this was often done with videotape, but digitizing video has streamlined the process, although the size of the files produced often makes it difficult to send them by email. Posting these files is possible, but often students are not comfortable with individuals other than instructors having access to their video. Sakai's drop box has provided the solution to this dilemma, and a WebDAV interface allows files of any size to be uploaded. The classrooms in the Digital Language Lab have been outfitted with video capture carts with simple mini-DV cameras and shotgun microphones connected to MacBookPros which capture the video in QuickTime Pro. The encoding settings are adjusted so that the file is as small as is reasonably possible, and a link to the WebDAV for each site working in that room is placed on the desktop of the machine. Instructors are given a brief orientation but most are able to handle the process themselves. They are encouraged to use a mini-DV tape in addition to the capture system, just in case there are technical difficulties. This system is also used for graduate level ESL classes that focus on presentation and teaching assistant skills.

Into the future

This program has worked well for several years now, and its success is a credit to the efforts of both the Language Center and Academic Computing. We look forward to the new challenges and possibilities that changing technologies will bring us and have high hopes for the benefits we will be able to offer to our students.

Ken Romeo
kenro@stanford.edu
http://www.stanford.edu/people/kenro
Stanford Language Center
http://language.stanford.edu

---

9. Spread the Word: Second Annual Teaching With Sakai Innovation Award

Are you a faculty member who engages your students using Sakai (www.sakaiproject.org)? Or, do you know of a colleague who does so? If you believe that you or someone you know has created a Sakai course that transforms the learning experience, we want to hear from you. We are looking for teachers whose courses best exemplify excellent teaching practices combined with innovative solutions. Please share your story with us and with other faculty around the world by applying for the Teaching with Sakai Innovation Award, which is being sponsored this year by IBM (www.ibm.com), with additional support from rSmart (www.rsmart.com) and John Wiley and Sons (www.wiley.com), all of whom are Sakai Commercial Affiliates. Check out our self-scoring rubric today to see how your course stacks up at http://OpenEdpractices.org/

Go to the same url to learn more about the award and access an online application form. The application deadline is February 27, 2009, at midnight GMT. Winners will be awarded a trip to Boston, Massachusetts, to present at the 10th Sakai Conference and receive their award during the conference.

Entries will also seed a collection of innovative practices in the OpenEdpractices.org repository, a community of practice for teaching and learning with open/community-source tools supported in part by rSmart, the Association of American Colleges and Universities, and Marist College.

10. Adding Contributors Notice on Collab/Confluence/Jira

Greetings,

This announcement is to let you know that we will be adding the text below to the home pages for Sakai community systems: Collab, Confluence, and Jira. The intention is to make everyone aware of and simplify the process of making small contributions that get used in Sakai releases (e.g., patches, bug fixes, documentation corrections). The text will be added at the end of the month.

This forum has been created for communication about the Sakai online collaboration and learning environment and other projects of the Sakai Foundation, a non-profit organization. By participating in this forum, (1) you agree that unless otherwise clearly indicated, all of your communications are intended as contributions to the Foundation on behalf of yourself or your institution under the terms of a Contributor License Agreement or a Corporate Contributor License Agreement between your institution and the Sakai Foundation, as applicable. If no such agreement is on file, you agree your contribution may be used under the terms of the Educational Community License Version 2.0 or future versions of the Educational Community License promulgated by the Sakai Foundation; and (2) you represent that to the best of your knowledge, either you have all rights required to make such contribution, or you are proposing the use of third party open source software and have identified the software and the relevant license.

If you have any questions, please let me know.

Peter Knoop
Sakai Project Coordinator
knoop@umich.edu

11. The JA-SIG 2009 Conference Program is Available!

Higher Education Open Source Communities - Working Together
March 1-4, 2009
Dallas, Texas, USA

Registration for the JA-SIG Spring Conference in Dallas is open at http://www.ja-sig.org/conferences/09spring/registration.html and the conference program has been published: http://www.ja-sig.org/jasigconf/program.jsp

You'll find great presentations and supplementary seminars on CAS, DSpace, Fedora, Fluid, Kuali, Internet2, Sakai, and uPortal.

- Conference events run Monday, March 2nd through Wednesday, March 4th
- Supplementary seminars are scheduled all day Sunday and Wednesday afternoon
- A BarCamp and a DSpace/Fedora mashup are scheduled for Wednesday afternoon (See the site description for this event.)
- Extra developer meetings will follow on Thursday and Friday

You'll find stimulating keynote addresses by:

- James Hilton, Vice President and Chief Information Officer at the University of Virginia
- Christian Crumlish, Curator of the Yahoo! Design Pattern Library
- Brewster Kahle, Founder and Director of The Internet Archive

You'll find special sessions, panels, and BOFs addressing strategic issues for open source.

You'll find plenty of opportunities to mix and mingle with colleagues:

- Reception on Sunday evening! (featuring "PowerPoint Karoake", a hallowed JA-SIG tradition)
- Poster Session with refreshments on Monday evening!
- Dallas-Dine-Around on Tuesday evening!

There's never been a better time to register: http://www.ja-sig.org/conferences/09spring/registration.html

But early registration discounts end on January 30, 2009!

Visit the main conference site at http://www.ja-sig.org/conferences/09spring/index.html for all the details.

Join us to learn more about open/community source projects and technology trends, share ideas and collaborate with your peers. See you in Dallas in March!

-- The JA-SIG 2009 Conference Program Committee

12. Call for Papers for MoodleMoot San Francisco 2009

The call for papers for MoodleMoot San Francisco 2009 is officially open. We are looking for community members who would like to present their Moodle experiences to

the rest of the community. We're looking for teachers, students, programmers, thinkers, theorists, and business people... anyone who uses Moodle and wants to tell others about it.

You can find the proposal submission database in the MoodleMoot San Francisco 2009 area at http://moodlemoot.org/course/view.php?id=9. Be sure to enroll yourself in the MoodleMoot San Francisco '09 area to receive updates and notifications about registration, sessions, speakers and more!

This MoodleMoot will be held in conjunction with the 2nd Sloan-C Symposium on Emerging Technology in Online Learning (see the next item in this Sakai Newsletter). Two conferences for one price!

Please contact Kevin Kelly (kkelly@sfsu.edu) with any additional questions and forward this invitation to anyone who might be interested in presenting at the Moot. We look forward to seeing your proposal submissions!

MoodleMoot planning co-chairs:
Kevin Kelly, San Francisco State University
Marc Oehlman, CSU Monterey Bay

---

13. 2nd Sloan-C Symposium on Emerging Technology in Online Learning

The Sloan-C International Symposium on Emerging Technology Applications for Online Learning is designed to bring together individuals interested in the technological aspects of online learning. Experts, intermediate users and novices are welcome to participate in Symposium activities that will include face-to-face and virtual components. This event will be held on June 17-19, 2009 at the Hyatt Regency in San Francisco, California. Symposium tracks highlight and demonstrate research, application and best practices of important emerging technological tools related to social networking, assessment, open educational resources, new media and support services.

This conference will be held in conjunction with the MoodleMoot San Francisco '09 conference. (See write-up, above.)

For more information, see: http://www.emergingonlinelearningtechnology.org/

14. Job Opening: Disability Specialist at Michigan State University

Disability Specialist Chronic Health Disabilities

Position Overview:

Michigan State University enjoys a reputation for excellence in facilitating inclusion of persons with disabilities in a range of educational and work-related opportunities. Disability Specialists maintain and employ cutting edge knowledge in their specialty areas to provide outstanding advising, outreach and direct services related to the specialization at hand.

This position:

- Provides advising, direct services, consultation and referrals to persons with disabilities to facilitate full participation in university programs and services
- Provides outreach, consulting and presentations to university faculty and staff to facilitate an environment of accessibility and opportunity for persons with disabilities
- Administers and develops internal programs and services used by persons with disabilities
-
Minimum qualifications:

- Masters degree in special education, rehabilitation counseling, Psychology or other fields related to integrating people with disabilities in education and the workplace
- Experience working with persons with disabilities in an educational setting
- Knowledge, abilities and skills required:
- Knowledge of educational and employment-related accommodations, skills and tools used by persons with disabilities with special focus on chronic health disabilities
- Knowledge of state and federal laws pertaining to persons with disabilities
- Ability to use personal interviews and medical documentation to validate the existence of a disability and to determine and recommend appropriate accommodations and auxiliary aids/services
- Excellent written communication skills and ability to produce clear case notes
- Excellent oral communication skills including group presentations
- Strong collaborative/team skills balanced by an ability to operate independently with minimal prompting
- Extensive working knowledge of assistive technology and its role in facilitating full participation by persons with disabilities
- Working knowledge of information management via computer technologies including: e-mail, word processing, databases and web browsers

Illustration of duties:

1. Provision of direct services to persons with disabilities (60%):

- Interact with persons with disabilities to assess program eligibility, conduct needs assessments and determine reasonable accommodations
- Review, recommend and implement auxiliary aids/services and reasonable accommodations for persons with disabilities
- Facilitate full participation in academic, workplace and extracurricular life through advising, service coordination, and networking
- Monitor academic progress and assist with academic advising
- Assist persons with disabilities on the selection and usage of appropriate assistive technology
- Facilitate positive peer contacts and interactions among persons with disabilities registered with the RCPD.

2. Presentations, in-services and consultation with faculty, staff and departments (20%):

- Provide consultation and disability advocacy with faculty and staff regarding individual accommodation needs
- Make referrals to appropriate campus and community resources
- Produce and present workshops and presentations pertaining to disability issues and accommodations

3. Coordination of programs providing services to persons with disabilities (20%):

- Read, interpret and critically analyze medical and functional capacity documentation in order to determine when conditions represent ADA qualified disabilities.
- Utilize disability documentation and data from needs assessments to implement effective accommodation strategies that enable persons with disabilities to meet essential functions in academic and workplace settings
Recommend, select and maintain specialized assistive technology and equipment related to services to persons with disabilities
- Annual reporting of office statistics, needs, progress and strengths/weaknesses related to services for persons with disabilities
- Maintain a high level of knowledge/expertise regarding the issues, resources and concerns for persons with disabilities with special focus on chronic health disabilities
- Research and write funding and program proposals that facilitate new or expanded programmatic efforts for persons with disabilities
- Perform other duties as assigned by the Director of the Resource Center for Persons with Disabilities

Supervision received:

Reports to the Director of the Resource Center for Persons with Disabilities who provides general direction and specific projects. Independent judgment and collaboration with colleagues is expected for most assignments.

Compensation:

Minimum salary of $44,000 commensurate with experience as well as a comprehensive benefits package including medical, dental, and retirement.

To apply:

Send letter of interest, resume/vita, and 2 letters of reference to Michael Hudson, MSU Resource Center for Persons with Disabilities, 120 Bessey Hall, East Lansing Michigan 48824-1033. Application review begins February 2, 2009

Michael J. Hudson, Director
Michigan State University, Resource Center for Persons with Disabilities
http://www.rcpd.msu.edu
(517) 884-RCPD

---

15. Recent Email Group Discussions

Here are some topics that have been discussed in the last couple of weeks in Sakai email groups. Click the links to read the complete threads on Nabble2.

To join an email group, go to http://www.collab.sakaiproject.org. (You'll need to create an account if you don't have one.) While you are in your workspace, click the "Membership" link in the left-hand menu and then click the "Joinable Sites" link. Click "Join" next to any of the groups.

Recent discussions:

Draft: RESTful Sakai: Entities, SData and Widgets   (DEV email group)
http://n2.nabble.com/Draft%3A-RESTful-Sakai%3A-Entities%2C-SData-and-Widgets-tt2170721.html#a2170721

Entities and Forums   (DEV, UX, UI email groups)
http://n2.nabble.com/Entities-and-Forums-tt2205562.html#a2205562

JForum 2.6.0 errors   (DEV email group)
http://n2.nabble.com/JForum-2.6.0-errors-tt2188735.html#a2188735

QA process improvement/2.6.x and 2.5.4 release meeting 1/22/2009 (DEV email group)
http://n2.nabble.com/2.6.x-and-2.5.4-release-meeting-1-22-2009-
tt2194214.html#a2194214

Re-Organizing Sakai DGs/WGs in the area of "Using Sakai"   (PORT, PED, USER email groups)
http://n2.nabble.com/Re-Organizing-Sakai-DGs-WGs-in-the-area-of-%22Using-
Sakai%22-tt2158628.html#a2158628

Report parameters question   (PORT email group)
http://n2.nabble.com/Report-parameters-question-tt2188576.html#a2188576

resources & all.groups permission   (USER, UX, DEV email groups)
http://n2.nabble.com/resources---all.groups-permission-tt2182070.html#a2182070

search module in 2-6-x failed to build   (DEV email group)
http://n2.nabble.com/search-module-in-2-6-x-failed-to-build-tt2200690.html#a2200690

UX working session update   (UX email group)
http://n2.nabble.com/UX-working-session-update-tt2164763.html#a2164763

WebService Tool issues   (DEV email group)
http://n2.nabble.com/WebService-Tool-issues-tt2147760.html#a2147760

what's the status of conditional release? (DEV email group)
http://n2.nabble.com/what%27s-the-status-of-conditional-release--
tt2145873.html#a2145873

Worksite Setup: gathering information at creation time   (DEV email group)
http://n2.nabble.com/Worksite-Setup%3A-gathering-information-at-creation-time-
tt2197247.html#a2197247

---

16. Events

2009 JASIG Spring Conference
March 1-4, 2009
The Sheraton Dallas Hotel
Dallas, Texas
http://www.ja-sig.org

Second Rhode Island Sakai Conference
March 31-April 1, 2009
Providence Biltmore Hotel
Providence, Rhode Island
www.rinet

eLearning Africa 09
May 27- 29, 2009
Le Meridien President
Dakar, Senegal
wwwelearning-africa.com.

2009 MoodleMoot San Francisco *and* 2nd Sloan-C Symposium on Emerging Technology
in Online Learning
June 17-19, 2009
Hyatt Regency San Francisco
San Francisco, California
http://moodlemoot.org/course/view.php?id=9
http://www.emergingonlinelearningtechnology.org/

10th Sakai Conference: Boston
July 8-10, 2009
Cambridge Hyatt
Cambridge, Massachusetts

Here are email addresses to contact if you encounter problems with
various Sakai Community systems:

Collab -- collab-admins@umich.edu
Confluence -- confluence-admins@collab.sakaiproject.org
Jira -- jira-admins@collab.sakaiproject.org