

Winter 1-1-2007

LTC Newsletter

University of Dayton. Ryan C. Harris Learning Teaching Center

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NEWSLETTER

WINTER 2007

Academic Affairs and Student Development: Partners in Caring for and Educating Students

Craig Schmitt (Student Development) and Deb Bickford (Academic Affairs and Learning Initiatives)

“As a collaborative endeavor, a University of Dayton education engages and transforms students, faculty and staff.” This statement, from the University’s “Vision of Excellence,” acknowledges that students who experience UD interact with and learn from people from all areas of the campus. One area that has significant involvement in shaping the co-curricular experiences of our students is the Division of Student Development. Student Development is comprised of dedicated individuals who are committed to this task by enhancing the student’s educational experience through various programs and activities outside the classroom which complement classroom and laboratory learning.

This past fall, four finalist candidates for the position of Vice President for Student Development visited campus, seeking the top Student Development spot at UD. All were excited about the position and the potential that exists at Dayton to integrate learning and living in community. Candidates spoke enthusiastically about the opportunity to lead the division in collaborating with campus colleagues to challenge minds, shape the future, and embrace faith and justice.

In order to align more seamlessly the work of Student Development and Academics, and in quest of our Vision of Excellence and its emphasis on integrating learning and living in community, there will be a new reporting relationship through the Provost when the new Vice President joins the University in July 2007. A couple of the areas currently within the Student Development Division will move to other divisions (see pages 2-3). Student Development’s overall mission will continue to focus on “supporting and nurturing the development of the whole student by providing a living-learning experience that contributes to the educational and personal development of each student.”

Shaped by the Marianist, Catholic and American traditions of higher education, Student Development “supports, promotes, and integrates all aspects of student learning by providing learning experiences beyond the traditional college classroom.” Student Development is an active and important partner with units across campus. With Campus Ministry, the Division authored an important document known as “The Catholic and Marianist Philosophy of Community Living at UD,” known by students as “3-7-12.” It outlines 3 principles of community living (community living is an essential learning experience, the dignity of every person, and the common good), 7 habits and virtues for community living at UD, and 12 questions for community living at UD (for more detail, see <http://campus.udayton.edu/~reslife/communityliving>), and challenges students to live and learn in community.



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Academic Affairs and Student Development

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Student Development has collaborated with College of Arts and Sciences faculty and others in the development of curricular and thematic learning/living communities for our first year students. Student Development also participated strongly in the 2004-5 series of ten inter-unit grants focused on “Enhancing Student Culture for Academic Engagement and Excellence,” serving as principal investigators on two, and partners in five others. For more information on the grants, please see pages 2-5 of the LTC newsletter from Fall 2005 (http://LTC.udayton.edu/LTC_Newsletter_Fall05.pdf).

Learning-living communities, 3-7-12 and the “enhancing student culture” grants are but three of innumerable examples of the contribution of Student Development to the education of our students. This semester, Student Development is partnering with the LTC to offer several faculty development

opportunities. These opportunities include a Faculty Exchange Series session, a reading group, and an LTC Learning Workshop, all outlined elsewhere in this newsletter. In all, the focus will be on learning about our students, their intellectual, social, and spiritual development, the challenges they face, and their needs. Through all, we hope to help faculty be more effective in their efforts to support student learning.

On a daily basis, individual Student Development staff and faculty members interact in ways that support the educational and personal growth of students; opportunities for partnering will continue to grow even as a new Vice President joins our campus. Future plans include possible expansion of the learning/living programs for first year students and implementation of a sophomore year experience that would complement the current first year experience program.

Student Development Departments

Vice President of Student Development: Bill Schuerman, 229.3311

Assistant Dean of Students working from this office: Rosie O’Boyle, 229.2229

In addition to coordinating the Division of Student Development, this area advises the Student Government Association and oversees professional development, publications, and the budget for the division.

Assistant VP and Associate Dean of Students: Carol Cummins-Collier, 229.3321

This position oversees Residence Education, Community Standards and Civility, Educational & Special Programs, and Student Involvement & Leadership (see below and next page).

Alcohol and Drug Abuse Prevention: Scott Markland, 229.2229

Our mission is to provide educational resources to students, faculty, staff, and the community in order to address substance abuse and related issues within the UD community. Alcohol EDU (the interactive software program required of all incoming first year students), Alcohol Skills training programs, the CHOICES workshops, and the Substance Education Program are some of the opportunities created through this office.

Campus Recreation: Billy Mayo, 229.2731

The RecPlex is home to the office of Campus Recreation. Our mission is to conduct a sound and diversified program of structured and unstructured recreational programs and fitness opportunities for the entire University community. The Fitness Center, Aquatics, Intramurals and Sport Clubs are specific programs and opportunities offered.

Community Standards and Civility: Debra Monk, 229.4627

This office is responsible to the UD community to evaluate, administer, and adjudicate all areas of student conduct and misconduct as described in the University Student Handbook Standards of Behavior. One of the roles of this office is to help educate students about how to better live in community with others on campus.

Counseling Center: Steve Mueller, 229.3141

Personal and career counseling services for students are offered through this office. This counseling is available in both an individual and group format. Consultation services as it relates to student mental and vocational health are available for faculty and staff. The office provides a variety of outreach programming on various mental health issues.

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Dining Services: Paula Smith 229.2441

(reporting relationship will move to VP Finance and Administration as of July 1, 2007)

This office serves the university community through the oversight of three full service dining facilities, two gourmet snack shoppes, a mini grocery store, a catering service, and a convenience store. They provide nutritional education to the campus community in their facilities. Their mission is to deliver quality food and services and remain on the leading edge of the food service industry.

Diverse Student Populations : Monica Adkins, 229.3634

The mission of this office is to provide direct services to African American and Latin American students through programs that support their academic, social, spiritual, and personal development. Partnerships with other University departments are essential in achieving this goal. Opportunities are created for learning, leadership, and service outside the formal classroom setting.

Educational & Special Programs: Jolly Janson, 229.2229

Our intent is to assist students by providing opportunities to explore and set personal goals to make healthy choices, understand their value system, and establish a connection with campus life. Summer New Student Orientation, peer education on critical issues, and Parents' Weekend are coordinated through this office.

Health Center: Mary Buchwalder, 229.3131

To assist students in achieving their educational mission, this office provides medical care mainly to students, and in a lesser degree to Marianists, faculty, staff, and visitors. Students can be seen in this medical clinic model by appointment or on a walk-in basis. The staff focuses on both direct service and prevention approaches.

Kennedy Union and Conference Services: Amy Lopez, 229.3333

In the Marianist tradition of hospitality, this area is designed to provide for the educational, social, cultural, and recreational needs of the students, faculty, staff, alumni, and guests. Partnerships are established with all areas of campus in the realization of campus events.

Public Safety: Bruce Burt, 229.2131

The mission of this office is to provide efficient and effective police, parking, emergency medical, and student escort services to the campus community. This 24 hour operation helps to make campus safe through police patrol and investigation, building security, crime prevention education, parking management, and emergency medical services.

Residence Education: Chris Schramm, 229.3321

Impacting the learning and living environment of our residential students is the role of this office. They foster individual and community development by providing learning opportunities outside the classroom through such venues as educational programs, holding students accountable for their behavior, and creating leadership opportunities which help students examine who they are in relation to their living environment. The oversight of the RA system comes from this area.

Residential Services: Craig Schmitt, 229.3317

(Residential Properties area will move to Facilities Management as of July 1, 2007)

Administering, coordinating, and managing the residential facilities of campus is the job of this office. All housing assignments for our facilities are accomplished through the efforts of this office. Collaboration with various offices on campus is necessary to build learning communities.

Student Involvement & Leadership: Lou Talbott, 229.4114

This office advises students as they plan and execute numerous campus activities. They encourage student leadership development and provide opportunities for students to practice ethical leadership. They oversee fraternities, sororities, campus activity board, commuter students and over 200 student organizations.

Interested in Student Development Issues?

Reading Group - see page 4
Faculty Exchange Series - see page 12
LTC Workshop Series - see page 17

Reading Group

Putting Students First: Learning Reconsidered

Facilitated by members of the Ryan C. Harris Learning Teaching Center and various departments of Student Development

Three books (relatively short and easy to read) have been selected to help catalyze discussion and thinking about student learning and the impact of college. Faculty and staff are welcome to join this reading group to discuss topics that range from “who are today’s students?” to “how can academics and co-curriculum be integrated to support learning?” The books are intended to prompt reflection as to how UD can best shape college life that fosters academic engagement and excellence. It should be noted that *Putting Students First* (one of the books) includes original research based on site visits of ten religiously affiliated schools (various faiths), including the University of Dayton.

Wednesdays, 3 - 4:15 PM

LTC Forum

Jan 31

Feb 14 and 28

March 21

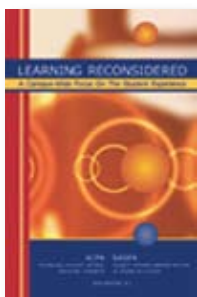
April 4



Putting Students First: How Colleges Develop Students Purposefully

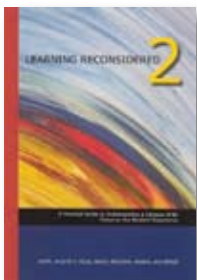
(Larry A. Braskamp, Lois Calian Trautvetter and Kelly Ward)

Society is calling for higher education to take more responsibility for helping students find purpose and meaning in life. In this book, the authors argue that colleges should purposefully invest in students in ways that will foster their holistic development by recognizing and building on students’ purpose in life, intellectually, spiritually, and morally. By using the “4C framework”— culture, curriculum, co-curriculum, and community— faculty, student affairs staff, and academic administrators will be able to discuss, plan, and create a college environment that effectively supports the learning and development of students. The book contains a set of themes and calls for consideration and action based on the findings of site visits at 10 colleges and a set of questions to help readers think about and plan how to develop students holistically.



Learning Reconsidered

Published by NASPA and ACPA, *Learning Reconsidered* argues for the integration of all of higher education’s resources in the education and preparation of the whole student. The publication re-examines widely accepted ideas about conventional teaching and learning and questions whether current organizational patterns in higher education support student learning and development in today’s environment. This landmark publication builds upon historical student affairs statements that focus on student affairs as a profession and is a critical resource for every student affairs professional. *Learning Reconsidered 2* is a blueprint for action. It shows how to create the dialogue, tools, and materials necessary to put into practice the recommendations in *Learning Reconsidered*.



Announcing the Winter 2007 Reading and Conversation Group Focused on First Year Students

Join with your university colleagues to learn of the experiences of today’s first year student. Share your thoughts and ideas in a lively discussion exploring opportunities to enhance first year student engagement early in their UD career.

In fall 2006, we held our first Reading Group that focused on first year students. The popularity of this session and the continued interest of the participants have spurred us to renew the group this semester. The choice of book or reading materials will be made in consultation with the participants of the Winter 2007 reading group.

Thursdays, 3 - 4:15 p.m.

LTC Forum

February 8 and 22

March 8 and 22

April 12

If you are interested in joining this reading group, please contact Lora Butcher at Lora.Butcher@notes.udayton.edu or 229.3309.

NEW! “Community Collection” in the LTC

If you did not have a chance to read *Fast Food Nation*, *The Curious Incident of the Dog in the Night Time*, or *The Known World* when they were discussed on campus, you will soon be able to read these titles and more. In conjunction with the LTC, Roesch Library has started the Community Collection, which is comprised of books that have been used in various campus programs such as Porch Reads, faculty reading groups, the first year common reading, the Honors authors, the Distinguished Speaker series, and other speakers who come to campus. The new Community Collection is housed in the bookcases at the west end of the common area adjacent to the LTC FirePlace.

2006 Campus Forum on Academic Excellence & Engagement

Jason Pierce, Political Science Department

Over 500 members of the UD community gathered during the 2006 Stander Symposium on April 5, 2006 to deliberate on how the university can best promote greater academic excellence and engagement. The deliberation followed a National Issues Forum format in which three alternative approaches were discussed. The first focused on promoting greater rigor and engagement in the classroom, the second advocated a campus culture conducive to academic excellence, while the third approach emphasized the university promoting an identity and reputation of excellence.

Participants completed a pre- and post-forum survey, the results of which are summarized below.

1. There is consensus around the idea that UD needs to foster greater academic excellence and engagement, albeit more so among faculty and administrators than students.
2. The university community does not see the classroom, campus culture, or the university's reputation and identity as intransigent or staid.
3. Although defining terms is important, consensus exists to get beyond definitional debates and grapple with substantive policy ideas.
4. Efforts to promote greater academic excellence and engagement fall first and foremost on the shoulders of faculty and administrators. Faculty members recognize that their courses may not be as challenging as they could be, but they seek institutional permission (and protection) for making them more rigorous and engaging. Students recognize that faculty members set the tone in their courses and will meet expectations, whatever they may be.
5. Faculty members are receptive to this initiative and want to play a role.
6. Students don't absolve themselves of a role, either. They're willing to accept more rigorous and engaging courses if such courses improve the value of their diploma.
7. Administrators are behind the initiative and have at their disposal a significant amount of enthusiasm and momentum among students and faculty.
8. Faculty and administrators see alcohol consumption and abuse interfering with academic excellence. Student opinion divides on this issue—some agree, others do not. Faculty and administrators support the idea of tying alcohol violations to housing requests and scholarships, but here too student opinion divides. Consensus exists among students, faculty, and administrators that students are attracted to UD because of its social scene.
9. The university community likes the idea of UD becoming more selective in its admission decisions, preferring students who match UD's identity and institutional mission.
10. The university community sees its Catholic and Marianist tradition not in tension with academic excellence, but its wellspring. Rather than contradicting these traditions, fostering greater academic excellence and engagement—calling for everyone's best—is in concert with them.

For an executive summary of the results and a copy of Dr. Pierce's PowerPoint presentation capturing the results of the data he and student leaders collected and analyzed, please see the documents below:

<https://documents.udayton.edu/udit/IssuesForum2006executivesummary.doc>
<https://documents.udayton.edu/udit/CampusForum2006presentation.pdf>

These documents will require you to login using your LDAP user name and password.

Photograph courtesy of Adam Alonzo.



Improving your Courses with Student Feedback

Need some insight into your students and how you can help them learn? Try the Mid-term Instructional Diagnosis (MID). This is offered each semester to all faculty and results can be insightful; the students have praised the process because it communicates faculty interest in their perception. The process is voluntary and confidential.

Sounds interesting, but would like more information? Please check out the following Web page, or contact Lora Butcher at Lora.Butcher@notes.udayton.edu or 229.3309.

<http://LTC.udayton.edu/faculty/facdev/programs/mid.htm>

Annual Bro. Joseph W. Stander Symposium

Celebrating Academic Excellence, April 17 & 18, 2007

Celebrating student achievement in faculty-mentored research, performance, and artwork, the Bro. Joseph W. Stander Symposium spans two days each spring to showcase academic excellence from all disciplines.

The Stander Symposium is a forum for undergraduate and graduate students, faculty and staff, alumni, and the Dayton community to celebrate the intellectual curiosity and creative endeavors of our future leaders. Following in the Marianist tradition of our university, the community atmosphere of the Symposium supports, nourishes, and challenges our student presenters and fosters dialogue between the various disciplines of our institution.



Fostering an atmosphere that nurtures productive collaboration and a shared quest for excellence in learning and in research, the Bro. Joseph W. Stander Symposium celebrates both breadth of knowledge and critical inquiry. Honoring the late Bro. Joseph W. Stander, S.M., Professor of Mathematics and Provost (1974–1989), the Stander Symposium celebrates academic excellence, rich collaborations and many forms of intellectual, artistic, and spiritual growth. The career of Brother Joe embodied the spirit of collaboration and the Stander Symposium stands as a continuing tribute to him and all who carry on the Marianist tradition of education through community.

The Symposium features a keynote speaker, poster sessions, hands-on activities, performances, exhibits, oral presentations and highlights of capstone course work. This year's keynote speaker will be Dr. Bernhard Kouchner, co-founder and former president of Nobel-Prize winning Doctors without Borders. All students engaging in research, creative endeavors, and other forms of innovative thinking are encouraged to participate in this undergraduate and graduate research symposium. Student attendees are key members of a critically reflective audience for their peers. Faculty members serve as mentors and leaders for many of these projects and are the driving force behind scholarship in their fields. The efforts of students, faculty, and staff are critical to making this event successful year after year.

Now it's up to you!

Do you have students working on an interesting interdisciplinary project? Are you advising a student who is doing excellent scholarship or contributing to your field of knowledge? We are looking for students to present posters, lead conversations, participate as members of a panel discussion, perform or display a piece of art, and otherwise lead the creative efforts of the 2007 Stander Symposium! Proposals for presentations, panel discussions, capstone projects, etc. must be submitted online by Thursday, March 8. Only faculty and staff members may submit these proposals. Students may submit poster applications online until Monday, March 26.

Students can participate in a variety of ways but only with YOUR support! Thank you in advance for encouraging all students engaging in research, creative endeavors, and other forms of innovative thinking to participate in this undergraduate and graduate research symposium.



For additional information, visit our website:

<http://stander.udayton.edu>

Please direct questions and comments to us at

stander@notes.udayton.edu

Announcing the Awards for the 2006-07 LTC Innovation Grants

This past summer and fall, faculty were invited to submit a proposal to the LTC Innovation Grants committee for possible funding. The grants exist to support proposals that promise to design, implement, and evaluate new modes of teaching and learning that are more effective and productive, and to support individuals as they work on projects to enhance learning. To be eligible for a grant, one does not have to be working in or with the LTC, but it is hoped that the recipients take advantage of the resources of the LTC. The Committee will showcase the efforts of the grants awarded by creating forums in the LTC and other formats in order to help the campus community benefit from the findings of the grantees.

This year's committee members were: Kyle Phelps, Visual Arts; Carolyn Roecker Phelps, Psychology; Bill Lewis, School of Business Administration; Corinne Daprano, Health & Sport Science; Chuck Edmonson, Engineering Technology; David Wright (co-chair), Biology and Director of Curriculum Innovation and E-Learning; Deb Bickford (co-chair), Management and Marketing and Associate Provost for Academic Affairs and Learning Initiatives; and Student Representatives, Laura Loeb and David King.

Those proposals funded this year are:

Learning Music from a Distance: Using Technology and Video Conferencing to Enhance Studies in Music

Willie Morris

One of the challenges in continuing to bring professional musicians, educators, therapists and composers to campuses to give lessons, clinics and master classes, is the rising cost of travel and housing. These costs continue to rise but university budgets don't always keep up with the cost. Each year music schools and departments are forced to bring fewer visiting artists or cancel programs that host them. However, with the advancements in technology, our students can continue to learn from, speak with, and perform for professionals in their field of music from around the world. This can be done without the professional and student leaving the comfort of the university through video conferencing.

Applied Game Theory with Financial Applications: New Courses for Business Students

John Ruggiero

Integration is a major theme within the school of business administration and the university. The department of Economics and Finance seeks to develop a course that integrates game theory from economics and mathematics with financial applications. This project will develop two such classes for undergraduates and MBA students with a concentration in finance. This proposal is written in support of the new class development.

The University of Dayton Space Science Observatory

Peter Powers and Bro. Daniel Klco, SM

Several classes taught in the Science departments could benefit from having a high-quality telescope that would be secured in a place with easy roof access. These classes include Descriptive Astronomy (PHY 250) and Stargazing 101 (UDI 172). Currently, the university does not have a telescope for students. The funds generated from this proposal will be used to purchase a 12 inch Meade telescope, along with the necessary accessories. Telescopes of this size gather more light and therefore produce a brighter and more visible image. Further, large telescopes are able to resolve smaller details than smaller telescopes at the same magnification. Given the level of atmospheric effects and light pollution on campus, the 12 inch telescope will provide the optimum balance between light gathering, resolution and costs.

Implementing Problem Based Learning via a Web-Based Simulation Game for Supply Chain Management

John Kanet

This project is an extension of work started by Kanet in Winter 2006 as part of the LTC Teaching Fellows Program. The idea is to use a commercially available Web-based simulation game to enable small teams of students to gain experience in practicing supply chain management in a fictive competitive environment. The work to be done in the project is: to write the case study (i.e., to develop a realistic, non-trivial market/production scenario); to test the scenario parameters to assure realism; to develop a set of baseline solutions (enabling objective assessment of student performance); to write and test suitable grading "rubrics" for assessing student oral and written work; and to develop and implement an instrument for evaluating the effect on student learning. The work will be performed by a team led by Professor Kanet, including Dr. Martin Stöblein (visiting scholar from University Erlangen-Nürnberg), and a to-be-named UD undergraduate student.

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International Studies and Human Rights

David Darrow

A four one-hour mini-course structure offered in a sequence that will maximize international experiences and develop a comprehensive international perspective in UD students – MAXIE: 1) Explore, 2) Prepare, 3) Experience, and 4) Integrate. Each subsequent course builds on the former to allow for the development of distinctive skills and competencies. This four-sequence UD design provides the ongoing opportunity to integrate classroom and out-of-classroom experience, to advise students to internationalize their plan of study and experience, to evaluate student international learning, and to engage students in the development of their own international learning plan.

**Student Empirical Research about Language, Literacy, and Writing:
Improving Engagement for First-Year Students**

Elizabeth Wardle and Amy Krug

We will build on our own previous individual teaching innovations to enroll a cohort of undergraduate students in the English 101/102 sequence, maintaining the same cohorts and teachers for the two courses. The students will explore research on language, literacy and writing and then conduct their own empirical research projects on a question of interest to them, with the aid of four undergraduate tutors who have previously completed similar work for Krug or Wardle. The best student projects will be presented at Stander in May 2008 and published in a peer-reviewed journal of first-year student work.

Using Learning Objects to Enhance the Foreign Language Program at UD – A Pilot Program

Daniel Figueroa

Technology has produced a significant impact in the way our students learn. Research shows that when technology tools are implemented, better results can be obtained. One of the main challenges we face as foreign language teachers is to provide our students with adequate and reliable sources for practicing the language anywhere anytime. The purpose of this project is to create a repository of learning objects, a virtual library, to enhance the practice of foreign language skills by developing blended learning activities to support a library, to enhance the practice of foreign language skills by developing blended learning activities to support a new language proficiency sequence for 100-level language courses.

**Implementing Standards-Based Mathematics Curricula into the Teaching of Mathematics
and Education Courses for Prospective Teachers**

Shannon Driskell and Janet Herrelko

The intent of the project is to acquire K-12 standards-based mathematics curricula and implement the curricula into the teaching of mathematics content and education methods courses for prospective Early Childhood, Middle Childhood Mathematics, and Adult and Adolescence Mathematics prospective teachers. Having opportunities for both faculty and prospective teachers to learn about and analyze these curricula will assist prospective teachers in making the transition from academics to classroom teachers.

Using Mobile Robots to Teach the Algorithmic Thought Process for Software Programming

Scott Schneider

Algorithmic and logical thinking is a necessary requirement for software programming that many students struggle with early on in a programming course. This project focuses on developing active learning teaching modules using mobile robotics to enhance student motivation and their understanding of the algorithmic thought process. The teaching modules will be developed for dissemination and their impact will be assessed in two Engineering Technology courses. These courses have a multidisciplinary student population encompassing all students within the Department. Collaboration from all faculty members responsible for teaching these two courses will be sought during this project.



Microsoft Software Upgrades

Microsoft has recently released new versions of its Windows operating system, its desktop office applications and its Web browser. These are significant changes – and this article documents the basic functionality changes as well some information about whether or not you should upgrade immediately. Most PC's at UD use the Udit-supported Windows XP, Office 2003 and Internet Explorer 6. The new software from Microsoft is Windows Vista, Office 2007 and Internet Explorer 7.

It is important to note that Udit and the IT staff of the various units around campus have not committed to supporting Office 2007, Vista or IE7 upgrades at this time. This is primarily because it takes a while to ensure our critical websites and applications that depend on these tools are able to function correctly. It also gives time for Microsoft to release more updates and patches, which are inevitable in new software.

So the bottom line is that for your office computers, your unit-level IT staff will let you know when it's appropriate to upgrade. In most cases these upgrades will happen as you move to new computers.



WHAT'S NEW?

Internet Explorer 7

Key new features for this upgrade include new security mechanisms, tabbed pages (to help organize views of multiple sites), printing improvements, ability to magnify the size of pages and built-in Internet searching.

Windows Vista

Built to take advantage of new high-powered computers, the Vista operating system uses a lot of sophisticated graphics (such as semi-transparent windows) and a slick interface. Other advances include improved security, gadgets (tiny applications), speech recognition, and numerous enhancements for digital media production and viewing. With significant changes under the hood, it's quite likely that older computer hardware and software will not run correctly with Vista. Consequently, your first encounter with Vista will most likely occur when you switch to a brand new computer.

Office 2007

For many users, this will be the one upgrade that is perhaps the most challenging. Existing users of Office 2007 will find a new interface that is built around a ribbon of buttons that replaces the familiar menus. Although more powerful than before, the ribbon may be a real challenge for people familiar to the older menus and dialog boxes. Although there is great promise for Office 2007's new file format (XML-based, e.g. "document.docx"), most users should continue saving with the 2003 file formats for the immediate future. As one would suspect, this transition to a new file format will occur over several years and will cause some frustrations before the full benefits are realized.

Write Place Happenings

Four Write Place writing consultants presented at the recent National Conference for Peer Writing Tutors at the University of Michigan at Ann Arbor. The subject of their presentation was authority in the English as a Second Language (ESL) writing consultation. Amy Lieble, Stephanie Frey, Susan Scheidler, and Sarah Rini conducted extensive research and shared their ESL writing consultation experiences with a group of tutors and administrators from many universities. A lively discussion followed their presentation in which all attendees noted their experiences with ESL students and the policies for conducting ESL consultations at their universities. The four Write Place writing consultants from UD received generous praise from the attendees.



The Write Place consultants are enjoying working in their new space in Roesch 502. The comfortable and inviting environment, along with the 16 knowledgeable and friendly consultants, has led to a record number of consultations—882 so far this semester. To make the consultations even more convenient, The Write Place hopes to establish an appointment system for the week before finals. Thank you for your continued support.

For more information, visit our website:

<http://academic.udayton.edu/writeplace/>

LEAD Earns CRLA Level II Certification for The Write Place

LEAD's peer facilitator (tutor) training programs are certified by the College Reading and Learning Association (CRLA). There are three levels of certification available and since 2004 LEAD's tutor training has been certified at Level I or regular certification. Having a certified training program for peer facilitators insures the UD community that LEAD aims to provide high quality learning support. In addition, certification enables tutors to feel supported in their training and identifies their work as an important component of LEAD programming.

During the spring and early summer, Patricia Delamer, Coordinator for Writing Support, and Tim King, Director of LEAD, completed CRLA's lengthy application process to obtain Level II Advanced Certification for consultants who staff The Write Place. In October, LEAD received notification from CRLA that The Write Place consultants training program received Level II Advanced Certification, and in fact, the application was so well received that CRLA administrators used it as a model application at their annual conference in Austin, Texas in October.

Contact LEAD

For general inquiries:

229.2066 or LEAD@notes.udayton.edu

Disability Services:

disability.services@notes.udayton.edu

Confidential Consultations

Staff and faculty working in the LTC are available for one-on-one confidential consultations on a wide variety of teaching and learning topics:

E-Media

John LeComte – 229.2676

IT Training

Mary Jo Barrows – 229.5676

E-Learning

Fernando Smith - 229.5499

Learning Enhancement and Academic Development

Timothy King – 229.3383

Faculty Development & Curriculum Innovation

David Wright – 229.4604

Join a Community of Faculty Committed to Improve Teaching and Learning Teaching in the LTC Studio

Interested in teaching in the LTC Studio?

The John O. Geiger Studio is an experimental classroom and laboratory for innovative teaching located in the LTC. Teaching in the Studio allows faculty to experiment with new pedagogies and share their experiences with other faculty in a collaborative and supportive setting. The Studio supports faculty who want to explore the scholarship of teaching and widen their repertoire of student-centered learning strategies. Class sizes cannot exceed 24 students. Faculty teaching in the Studio are expected to share their experiences with other instructors in a “Community of Practice” and are exempt from standard student course evaluation procedures.



A call for applications to teach in the Studio summer and fall terms, 2007, will be distributed early in April.

If you have any questions, contact either Lora Butcher (Lora.Butcher@notes.udayton.edu or 229.3309) or Steve Wilhoit (Wilhoit@notes.udayton.edu or 229.5317).

**More information on the Studio, application, and the
“Community of Practice” can be found at
<http://LTC.udayton.edu/faculty/studio.htm>.**

Reserving Space in the LTC

Any UD faculty, staff or student may reserve space in the LTC for administrative or academic related meetings, classes, study sessions, training workshops or presentations (some restrictions apply). Contact the LTC Coordinator at LTC@notes.udayton.edu or 229.4898 to hold a room, make a reservation or confirm an event at least 48 weekday business hours prior to your event. Please provide your name and phone number, the event name, the type of event, the name of the group holding the event, the date(s) and time(s) needed, the preferred room (optional), the estimated or actual attendance, any technology or special setup needs and the name of an event attendee who will take responsibility for the room use. You will receive an electronic confirmation once your event is on hold or confirmed.



LTC OpenSpace Creating Informal Learning Spaces

During fall 2006, the LTC updated the public spaces around the Blend coffee shop. This builds on research conducted by the LTC to explore how physical space impacts learning. As part of this endeavor the updated area of the LTC has been renamed OpenSpace. The area is now equipped with booths and tables for patrons of the Blend, as well as movable tables and chairs for students to study. Wall-mounted LCD monitors allow students to work collaboratively with their notebook computers and white boards on wheels allow impromptu teamwork or group study. The LTC OpenSpace can therefore help UD research how informal spaces contribute to learning beyond the classroom.

To see more information about the impact of physical space on learning, visit:

<http://www.educause.edu/learningspaces>



FES

Faculty Exchange Series

The Faculty Exchange Series (FES), introduced in the fall, 1998 and sponsored by UD's Faculty Development Committee, is facilitated by faculty and staff from our campus community and provides opportunities for exploration of issues and topics important to UD faculty. The subjects and topics are generated and hosted by faculty through a proposal process. Topics range from instructional issues to programmatic, curricular, scholarship, or campus life issues... anything that would foster faculty growth, professional development, and enhance the quality of work life.

Except as noted, the sessions offered will be presented in the Ryan C. Harris Learning Teaching Center (LTC), located on the ground floor of Roesch Library. We hope you take these opportunities to discover what the LTC has to offer you and your students. To attend one or more of these sessions, please contact Lora Butcher at 229.3309 or Lora.Butcher@notes.udayton.edu.

FE1 A User's Guide to the Stander Symposium

Hosted by: Mike O'Hare (Physics), Kathy Webb (University Libraries), and Amber Rose (LTC)

What can you expect to see during the day-and-a-half long Stander Symposium this April 17th and 18th? What can you contribute? How do you create learning opportunities for students in your classes? Why should you encourage attendance and attend yourself? Come to this informative session to find out. We will cover this year's calendar of events, potential for faculty involvement, methods for fostering student engagement, and wrap up with a Q&A session. Historically, the Stander Symposium and associated events have provided a showcase for undergraduate scholarship and creative endeavors. Whether you're a new faculty member looking to get involved or a veteran faculty advisor, please join us for this important conversation.

Thursday, January 25

12:00 – 1:15 PM

LTC Forum, LUNCH

OR Monday, January 29

12:00 – 1:15 PM

LTC Forum, LUNCH

FE2 World Rhythms Residency--Jean Paul Samputu and Ingeli

Hosted by: UD Arts Series, ArtStreet and the Center for International Programs

This is an opportunity for faculty to interact with Jean Paul Samputu and Ingeli, performing artists who will spend a week on campus as part of the World Rhythms Residency program. Samputu travels the world as a cultural ambassador for Rwanda, bringing traditional African singing, dancing, and drumming, and most importantly, a message of peace, hope, and reconciliation, holding up the world's children as the hope of humanity. Having survived the genocide, he went on to win the prestigious Kora Award (the "African Grammy"), as well as numerous international awards, including the Calabash of Peace.

Wednesday, January 31

12:00 – 1:15 PM

LTC Forum, LUNCH

FE3 Academics and Student Affairs: A Critical Partnership for Integrating Learning and Living in Community

Hosted by: Panel with introduction from Fred Pestello (Provost and Senior Vice President for Educational Affairs)

The UD Strategic Plan calls for "focus(ing) the entire University on the concept and practice of transformative education through integrating learning and living in community." This perspective of what constitutes UD's learning environment is a hallmark of a UD education that prepares our students for personal growth and preparation for servant leadership. A key step in making this vision a reality is to more closely integrate residence life experiences with academics. The recent transition in the reporting structure for Student Development from the President to the Provost and Senior Vice President for Educational Affairs will help in this transformation. Through these leadership changes, recent experiments with learning communities and pilot projects funded by the "Enhancing Student Culture for Academic Engagement & Excellence" grants, this strategic transformation is already underway. Faculty are critical in making this happen and are invited to consider their role in shaping and contributing to "learning and living in community." This session will include presentations from a panel of faculty and student development professionals that will help demonstrate existing and pilot partnerships between academics and student affairs.

Thursday, February 1

12:00 – 1:15 PM

KU Ballroom, LUNCH

FE4 Going Global: A New International Resource*Hosted by: Mark Sisson (Career Services)*

Career Services has invested in a new software package, called "Going Global," which is available to UD students and faculty on the Career Services Web site. This product contains internship, co-op, and full-time job opportunities from around the world, as well as a database of domestic opportunities. "Going Global" also offers a wealth of information on 25 different countries, such as job search resources, visa and work permit information, interviewing and resume guides, and cultural advice. This session will expose faculty members to the information available in this program, and show them how to access it.

Tuesday, February 6**12:00 – 1:15 PM****LTC Forum, LUNCH****FE5 The Role of Film in Learning at UD: Curricular and Co-Curricular Initiatives***Hosted by: Susan Byrnes (ArtStreet), Pat Palermo (History), Suki Kwon (Visual Communication Design) and others*

Although watching movies is an integral part of student leisure time, the university does not have an official film series. Because film is such a powerful tool for learning, are we missing an opportunity? This session will explore the ways in which film has previously and is currently being used to enhance student culture, both in and outside of the classroom. UD faculty and staff will discuss the ways they use film as an educational tool to illuminate a variety of academic disciplines and issues, as well as the outcomes of various initiatives to introduce students to cinema. Members of the audience are welcome to share their own experiences. This session will also function as a forum to gauge interest in creating and sustaining a film series on campus.

Thursday, February 8**12:00 – 1:15 PM****ArtStreet Studio D, LUNCH****FE6 Understanding the Grants Available through the Faculty Fund for Vocational Exploration***Hosted by: Maura Donahue (Program for Christian Leadership)*

In 2000, the University received a \$2,000,000 grant from the Lilly Endowment, Inc., to create programs that foster theological exploration of vocation for students, faculty and staff. This grant established the office of the Program for Christian Leadership (PCL). This session will focus on the specific area of the PCL known as the Faculty Fund for Vocational Exploration. This initiative helps faculty to deepen their sense of call or vocation and to grow in their ability to assist students and other colleagues in the exploration of vocation. In addition, the FFVE can help faculty members articulate the mission of the University and work toward its realization with greater satisfaction.

In this session we will facilitate short presentations by faculty members who have received grants from the Faculty Fund for Vocation Exploration. These presentations will include discussion of their research and findings, and they will be on hand to share their experiences and answer questions. Target audience is those faculty members who may be interested in applying for a grant from the FFVE during the 2007 cycle.

Tuesday, February 13**12:00 – 1:15 PM****LTC Forum, LUNCH****FE7 Student Social Networking with Facebook and the Role of Academics***Hosted by: Chris Schramm (Residence Education), Chris Wiley (Career Services Center), Debra Monk**(Community Standards and Civility), David Wright (Director of Curriculum Innovation and E-Learning)*

Students are increasingly using Web sites to create social networks. Facebook is the most common of these Web sites (<http://www.facebook.com>) and is used extensively by UD undergraduates. Students use Facebook to share interests and to make and connect with friends at UD and around the country. Although students appreciate the very open nature of this communication, there are risks associated with publishing pictures and messages that may be offensive, incriminating or risky. What should UD collectively do to help students understand the risk of this social networking phenomenon? Are there advantages to using Facebook that align with the UD mission?

Friday, February 16**12:00 – 1:15 PM****LTC Forum, LUNCH***(continued on next page)*

FE8 Perspectives on Faith and Life: Engaging Students and Faculty in Intellectual Conversation That Affects Life

Hosted by: Crystal Sullivan (Campus Ministry)

This session will describe the objectives, methods, content, and results of the Perspectives on Faith and Life Series, funded in 2005-2006 by an "Enhancing Student Culture for Academic Engagement and Excellence" grant. With an overall attendance of 177 students representing 34 different majors and topics presented by faculty from a variety of academic disciplines, this series provides an innovative way to engage students and faculty in what participants describe as "intellectual conversation that affects life." Led by faculty speakers, each session includes speaker time and facilitated small group discussions over a meal. The series, which continues into 2006-2007, promises to be a popular forum for stretching comfort zones, providing opportunity to discuss individual beliefs and ideas about faith that emerge from within academic disciplines.

Monday, February 19

12:00 – 1:15 PM

LTC Forum, LUNCH

FE9 Web 2.0 & User-Generated Web Sites and their Implication in Society

Hosted by: Irene Dickey (Management and Marketing) and William Lewis (Management and Marketing)

User-generated sites are just about any Web site that is powered by the user. It's also being referred to as Web 2.0. The most compelling consideration about these sites is the proposition that "The central idea is harnessing collective intelligence." For example, each time a person searches Google, a mass-polling operation is occurring to see which other sites people on the Web have regarded as most relevant to the term. It makes clear the reference that the Web is structurally congenial to the wisdom of crowds. This session first defines and provides examples of user-generated sites and offers a platform for discussing the relevance of these sites and Web 2.0.

Tuesday, February 27

12:00 – 1:15 PM

LTC Forum, LUNCH

CALL FOR PROPOSALS

The deadline to submit a FES proposal for Fall 2007 is Friday, March 30. Instructions will be emailed to all faculty in January, or you can receive an application by contacting Lora Butcher at 229.3309 or Lora.Butcher@notes.udayton.edu.

2006-2007 FACULTY DEVELOPMENT COMMITTEE

Janet Bednarek, History

Deb Bickford, Office of Provost/LTC/SBA

Kerrie Cross, Roesch Library

Chuck Edmonson, Engineering Technology

Ralph Frasca, Economics & Finance

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Molly Schaller, Counselor Education & Human Services/LTC Fellow

Andrea Seielstad, School of Law

Steve Wilhoit, English/LTC Fellow

David Wright, UDiT/LTC/Biology

Lora Butcher, LTC

LTC Learning Workshops

The LTC Learning Workshops are intended to give faculty a more in-depth look at topics related to faculty work-life, scholarship and teaching. Each workshop series is designed to foster faculty participation and interaction. Although we invite faculty to attend any session that is of interest to them, the sessions are intended to build on each other – so we recommend attending an entire series.

To attend one or more of these series, please contact Lora Butcher at 229.3309 or Lora.Butcher@notes.udayton.edu.

Library Research Strategies: Personal and Classroom Utilities

Session 1 New Technologies: RSS PDQ! Keeping up with Really Simple Syndication

Have you seen those little orange buttons labeled RSS or XML sprouting up on all kinds of web sites? RSS (really simple syndication) is a tool you can use to set up and consolidate newsfeeds from many sources. RSS lets you know each time there's something new on your favorite web sites and blogs, letting you read updates all in one place. This session will get you started on a free newsreader account or, if you prefer, how to receive RSS feeds via e-mail.

Tuesday, February 20

12:00 – 1:15 PM

LTC Forum, LUNCH

Session 2 Old Technologies: Library Technology Grab Bag

This session will introduce a little bit of this and a little bit of that about library research technologies. Learn how you can zero in on finding the right library books, get a better understanding of the OLINKS function, or figure out if your favorite journal is online without wading through the library databases first. We will demonstrate these tactics and more during this session.

Tuesday, March 6

12:00 – 1:15 PM

LTC Forum, LUNCH

Session 3 Advanced Technologies: RefWorks 200

So you have a RefWorks account. Did you know that you could do more with it than just downloading and formatting citations? This session will introduce RefWorks' bibliographic formatting features and the Write-N-Cite plug-in. You will learn to use RefWorks to create a bibliography in the style of your choice, and to simultaneously format notes within a Word document.

(Participants are expected to have a RefWorks account, along with at least one folder containing a few citations.)

Tuesday, March 20

12:00 – 1:15 PM

LTC Forum, LUNCH



(continued on next page)

Tablet PC's - The Perfect Computer for Academics?

All first year engineering students entering UD in fall, 2007 will be equipped with a Tablet PC. Although this workshop is intended primarily for faculty from the School of Engineering, all faculty are welcome to attend! We have a limited number of free books describing academic uses of Tablet PC's available to the first faculty that register for this workshop – so sign up early!



Session 1 Introduction to the Tablet PC

A Tablet PC is a Windows-based notebook PC with a screen that is able to detect a mouse built to fit the hand as a pen. Using the Tablet PC is the closest one can get to using digital paper. Writing on the screen with the special pen is similar to writing on paper. In this session instructors will gain an overview of the hardware and basic uses of a pen and digital paper. If you have a Tablet PC, please bring it along, or take advantage of the limited numbers available in the LTC.

Friday, January 26

12:00 – 1:15 PM

LTC MeetingSpace, LUNCH

Session 2 Microsoft Office and OneNote on the Tablet PC

Since its introduction, there has been a gradual increase in the number of software applications that take advantage of the pen input capabilities of Tablet PC's. Microsoft Office applications such as Word, Excel and PowerPoint can each handle the ink annotations possible with the pen. From scribbling on lecture slides in front of class to hand-writing feedback on homework assignments – the new features of Office work well with Tablet PC's. Microsoft OneNote is a different type of application that works like a pad of paper for keeping free-flowing notes with embedded sketches or annotations on top of graphics. Both sets of tools are a great complement to the Tablet PC as an academic tool.

Friday, February 2

12:00 – 1:15 PM

LTC MeetingSpace, LUNCH

Session 3 Synchronous Tablet PC Activities in the Classroom

Using Tablet PC's its possible for students to receive live copies of your lecture slides during class. As annotations are made to slides in the front of the room, the student computers are updated almost immediately. It's also possible to have students annotate the lecture slides from their own seats. Using distance learning technologies, this ability to annotate or record slides live is also possible when some students are in the classroom and others are connected through the Internet from a remote location.

Friday, February 23

12:00 – 1:15 PM

LTC MeetingSpace, LUNCH

Session 4 Asynchronous Tablet PC Activities in the Classroom

Tablet PC's are a wonderful complement to classroom activities that involve team projects. By letting students work collaboratively, their progress can be recorded by ink-based annotations on Tablet PC's. These annotations and other products of their group work can then be shared seamlessly at the front of the classroom for all to see. New software applications allow this dynamic interaction to occur in ways that foster team work with Tablet PC's.

Friday, March 2

12:00 – 1:15 PM

LTC MeetingSpace, LUNCH

Futuristic Wednesdays

All sessions hosted by Shawna Collins and John LeComte (E-Media Lab).

Session 1 Introduction to Podcasting - Part One

Creating audio clips for students to download to their iPod or other MP3 player (including their laptops) is possible from the comforts of your own computer.

Wed. Jan. 31

12:00 – 1:15 PM

LTC TeamSpace

Session 2 Introduction to Podcasting - Part Two

Creating audio clips for students to download to their iPod or other MP3 player (including their laptops) is possible from the comforts of your own computer.

Wed. Feb. 21

12:00 – 1:15 PM

LTC TeamSpace

Session 3 Everything You Ever Wanted to Know about DVD's

DVD disks are used for so many purposes, from recording and playback of movies to archiving files from your computer. They are an important part of our “digital life.” But there are multiple disk formats, and the choices have become increasingly confusing with the advent of high definition video. In this session we explore these differences and give you the lowdown on the best choices for your applications.

Wed. Mar. 7

12:00 – 1:15 PM

LTC TeamSpace

Student Life Beyond the Classroom

UD students lead a complex life that blends academics with the many aspects of a collegiate life. From living and interacting with peers in residential housing, to pursuing service activities, sports, religious, or club activities and in many cases employment – students are busy! There are also social activities that for some students can involve partying and excessive drinking. Students also experience the challenge of living away from home for the first time and the uncertainties of peer pressure or anxieties associated with a new life. A college education is ultimately a product of all these factors – not simply what happens in the classroom. As faculty and staff strive to produce high academic achievement, it's in the context of a dynamic student life that we should strive to understand.

This workshop series will be offered in partnership with the professional staff of Student Development. The series begins with an orientation to student life, held in the LTC. Subsequent sessions will involve meeting at various sites around campus that reflects the range of topics that constitute college life beyond the classroom. These sessions include tours of residential spaces, including the student neighborhood and residential halls.

Details of individual sessions will be posted by email. The precise topics covered in the sessions will be tailored to the needs and requests of the participants.

E-Learning Seminars

The E-Learning Seminars allow faculty to develop skills in creating and delivering technology enhancements and online learning experiences for their students. In many cases, the sessions include hands-on training experiences. To register for these sessions, please contact Lora Butcher at 229.3309 or Lora.Butcher@notes.udayton.edu.

January

Introduction to WebCT	Thursday – 1/4	1:00-2:00 PM	LTC MeetingSpace
Up and Running with WebCT	Friday – 1/5	1:00-3:00 PM	LTC MeetingSpace
IT Training Tuesday: Lotus Notes Archiving*	Tuesday – 1/9	12:00-1:00 PM	LTC MeetingSpace
Learning about the Technology Available in the LTC**	Friday – 1/12	12:00-1:00 PM	LTC TeamSpace
Introduction to WebCT	Wednesday – 1/17	1:00-2:00 PM	LTC MeetingSpace
Up and Running with WebCT	Thursday – 1/18	1:30-3:30 PM	LTC MeetingSpace
Advanced WebCT: Customizing WebCT's Appearance	Tuesday – 1/30	12:00-1:00 PM	LTC TeamSpace

February

Introduction to WebCT	Tuesday – 2/6	1:00-2:00 PM	LTC TeamSpace
Up and Running with WebCT	Wednesday – 2/7	1:00-3:00 PM	LTC TeamSpace
IT Training Tuesday: Using IT Essentials*	Tuesday – 2/13	12:00-1:00 PM	LTC MeetingSpace
Advanced WebCT: Using Respondus to Create Quizzes in WebCT	Tuesday – 2/13	12:00-1:00 PM	LTC TeamSpace

March

Advanced WebCT: Using the Gradebook	Friday – 3/2	1:00-3:00 PM	LTC TeamSpace
Introduction to WebCT	Wednesday – 3/21	1:00 -2:00 PM	LTC TeamSpace
Up and Running with WebCT	Thursday – 3/22	1:30-3:30 PM	LTC MeetingSpace

April

Introduction to WebCT	Thursday – 4/12	1:00-2:00 PM	LTC MeetingSpace
Up and Running with WebCT	Friday – 4/13	1:00-3:00 PM	LTC TeamSpace

All sessions will be facilitated by Fernando Smith or Ryan Allen (E-Learning Lab) unless otherwise noted.

** Facilitated by MaryJo Barrows and Mike McClure (IT Training Lab).*

*** Facilitated by John LeComte and Shawna Collins (E-Media Lab).*



The Future of WebCT at UD

The learning management system (LMS) used by UD is WebCT CE 4.1. It is used by over 300 faculty and instructional staff to deliver Web-based enhancements or purely online distance learning courses. During the peak usage, 700 sections are delivered in WebCT simultaneously. UD is committed to ensuring that we have a robust LMS that fulfills the needs of these courses, the faculty and students.

As you may know, the WebCT Company has been acquired by Blackboard. An outcome of this merger is a series of changes in the product line offered by the larger Blackboard. As part of this process, Blackboard will be discontinuing support for the older WebCT CE version 4.1. UD and many other universities around the nation are watching these moves carefully while also discussing the business practices and quality of support offered by Blackboard. Simultaneously there has been a rise in the level of interest in open source LMS's such as Sakai.

These changes in the LMS landscape and the impending end-of-life of WebCT CE 4.1 has prompted UD's E-Learning lab to evaluate our choices for an asynchronous tool to deliver Web enhanced and distance learning courses at UD. This investigation is focused on determining institutional and faculty needs, as well as researching available products. As part of this process, we are "test driving" two products on campus:

- **Blackboard Learning System CE** (formerly WebCT CE 6) - This is the product that Blackboard offers as a logical next step-up from WebCT CE 4.1. Internally the system is very different from 4.1 - although elements of the user interface is reminiscent of 4.1.
- **Sakai 2.1** - This is an open source program that is being developed by many collaborating schools around the world. Its modular architecture (not apparent to most end users) makes Sakai able to expand with the addition of new tools such as a portfolio system.

An important part of the decision making process for selecting our future LMS will be the input from faculty currently using WebCT. Consequently we are seeking your assistance. During winter 2007, you will have opportunities to contribute ideas and reactions to various options beginning considered by UDit. Please take advantage of these opportunities, or email the E-Learning Lab directly for additional information or to offer comments at 229.5039 or e-learning@notes.udayton.edu.

Discovering Learning Objects with MERLOT

<http://www.Merlot.org>

A "learning object" is a self-contained module of curricular material and associated pedagogical approaches. Faculty employing technology to improve student learning can take advantage of pre-made learning objects created by instructors and instructional designers from around the world. MERLOT is probably the best known and well-respected Web site (<http://www.Merlot.org>) that offers (amongst other resources) a peer-reviewed directory of public learning objects.

As this image shows, you can browse categories of learning objects, or type in a search term. The results are shown as a series of links to peer-reviewed learning materials that you can take advantage of in your own classes. Faculty are encouraged to submit their own work for peer review and submission to the MERLOT directory.



IT Training

MaryJo Barrows, IT Training Lab, LTC

The IT Training Lab in the LTC is responsible for offering a number of different resources that help faculty, students and staff use centrally-supported software at UD. Please choose the training resource that best fits with your needs!

Instructor-Led Training, One-on-One Consulting

IT Training offers one-on-one consulting and individualized training for faculty members. We also offer group training sessions. Each month we offer hands-on sessions for the following topics:

- Lotus Notes Mail
- Lotus Notes Calendar
- FrontPage: Publish Your Web
- FrontPage: Edit Your Web
- Word Basics
- PowerPoint Basics
- Excel Basics
- Avoid Computer Problems

Please visit
<http://training.udayton.edu/calendar.htm>
for currently scheduled sessions.

During Winter 2007 IT Training will be offering several sessions. We hope you will participate or send your students. If your coursework requires any level of computer use, your students should register for "Avoid Computer Problems."

Classroom Sessions

Our staff can visit your classroom and cover the technology topics that help your students succeed with your course curriculum. IT Training can present information about Computing Ethics, Computer Maintenance, using WebCT, making PowerPoint presentations that are narrated, or many other topics. You may opt for required sessions outside of your class meetings. We can report attendance. We will even customize and grade a project if that's what you need.

Web-Based Tutorials

IT Training has developed several Web-based tutorials that allow you to follow along on your own computer. You or your students can learn how to get the most from software you use by taking advantage of UD's high performance network environment.

Lending Library

Sometimes you may have one or two students who need to develop the skills that their peers may already possess. These students can take advantage of our lending library. The resources available include books with interactive CD's, VHS movies and DVD movies. Search the on-line library catalog for a complete listing: <http://library.udayton.edu>.

Other Resources

We have many more resources! Check out our Web site at <http://Training.udayton.edu> or email us at Training@notes.udayton.edu or call 229.2137.

IT Essentials

IT Training has developed and distributed through VO (Virtual Orientation) a WebCT course called "IT Essentials." The overarching goal of this course is to help students learn skills that will help them avoid common "self inflicted" problems seen by the Help Desk, Hardware repair, and teachers who expect students to be able to use their computers to support their learning.

This course includes a total of 9 modules, divided into 3 segments. Each module has a list of objectives, a study guide, and a quiz that uses 30 questions to assess whether students have met the learning objectives of that module. If students pass a quiz (with 80% or more) they can move on to another module. There are always several modules available once students start the course. Students can refer to the Study Guides for help, and they can retake the quizzes an unlimited number of times. However, they must wait 12 hours in between each attempt for the same quiz.

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The modules are: Hardware Basics, Operating System Basics, Computer Maintenance Basics, Word Basics, Excel Basics, PowerPoint Basics, Internet Basics, Lotus Notes Basics and Online@UD.

The IT Essentials Course was designed and tested with generous and helpful assistance from many members of UDiT, along with UD faculty, staff and students. If you would like more information about IT Essentials, please contact the IT Training Lab at 229.2137.

<http://onlinetraining.udayton.edu>

IT Training has just made available a suite of online training modules for faculty and students. By pointing your browser to <http://onlinetraining.udayton.edu> and then logging in with your Novell/LDAP account information, faculty, students and staff can access a library of training materials that includes printable study guides, short topic specific movies, hands-on exercises, section quizzes, and final exams. This new server includes a learning management system so that faculty can arrange for IT Training to create a class for their students, and provide reports about which students have completed the sections assigned, and what scores they received on the quizzes and exams. There are literally HUNDREDS of courses available. Check it out!

Using Streaming Video for Online Courses

Mary Ellen Seery, Ed.D. (Retired)



Designing and teaching online courses for the UD's Department of Teacher Education has been an ongoing challenge and privilege. Each time I design or teach a course I think about what I can do to improve it using available WebCT tools.

Recently, I completed a redesign of EDT 573, Collaborating with Families, Colleagues and Agencies. It is a special education course that stresses the teacher's ability to work with the important stakeholders in the education of students with special needs. The teacher's work with families is a core component of the course. The course lends itself to case-based teaching, as many education courses do, and I wanted to add a totally authentic case-based component to the online version of the course.

While I was a full-time faculty member at UD, I asked parents of a child with severe autism if they would engage with me in a videotaped conversation about their experiences. This conversation lasted one hour and I frequently used segments of it in various courses that I taught face-to-face in the Department of Teacher Education. When I was asked to design the online version of Collaborating with Families, Professionals and Agencies, I wanted to include the tape in that design.

The process was fairly easy. After discussions with Fernando Smith and John LeCompte in the E-Learning Lab, the original VHS tape was edited into 6 segments to be used throughout the course. I sent the newly created VHS tape to John, wrote out the segment titles and subtitles and he converted them all into digital format that was streamed from a UD server for the students in the class. He also created DVDs for the students to purchase in case they had difficulty accessing the streamed version. Only one student made the purchase. The rest of the class readily accessed the streamed version.

With John's and Fernando's help, we were very successful in providing this experience. Several students wrote to tell me that they could not imagine this course without seeing the video conversation with these parents. Another student wrote to tell me that I needed to do a follow-up conversation with the parents so that the course participants could measure their son's progress. That really told me the value of using video case-based teaching in online courses! Because the online format can sometimes be impersonal, the use of streaming video is a profound way to bring the course material to the personal level for our UD students.

E-Learning Resources from the Ohio Learning Network (OLN)

Check out the OLN Web site (<http://www.OLN.org>), and discover that UD and other Ohio schools have a wonderful resource to turn to for help in identifying how best to use technology in education.

Here are examples of what OLN can offer you:

- Free online seminars for faculty development (TeachU).
- Clearing house of best practices associated with technology use.
- Conferences such as the upcoming ODCE conference in March 2007.
- Catalog of distance learning courses and programs available in Ohio (OhioLearns).
- Listings of workshops and conferences relating to e-learning (Technopolis).
- Sample distance learning experiences for prospective online students (E4ME).
- Guidance to distance learning faculty and programs by defining standards of quality and service.
- OLN is also at the vanguard of testing and supporting technologies that UD and other schools can take advantage of.



Web Conferencing

During the summer of 2006 the E-Learning Lab located in the LTC added support of Elluminate as a means of adding supplemental online meetings to asynchronous distance learning classes. The Elluminate meeting room can also be scheduled for online student meetings and guest presentations to traditional classes. The E-Learning lab also continues its support of WebEx as a synchronous Distance Learning Course Deliver Tool. Elluminate and WebEx are Web Conferencing tools that can create a virtual classroom that meets on the Internet. Faculty and students all connect at the same time (synchronously) so that they can view a shared presentation for the sake of instruction or collaboration. The voice of the instructor or any of the students is carried over the Internet to all other participants, creating an interactive and natural learning environment. The instructor is able to annotate slides, share any application that is running on their computer, deliver a poll, or share video. Sessions can also be recorded for later playback for non-participating students. These tools work well for smaller class sizes, especially distance learning courses where students are geographically dispersed. Explanations of the differences and policies of using both Elluminate and WebEx are provided on the E-Learning Lab Web site at <http://academic.udayton.edu/eLearning/webex/Policy.htm>.

For more information, please contact the E-Learning Lab at 229.5039 or e-learning@notes.udayton.edu.



Video Conferencing in the LTC

The LTC offers faculty and staff the opportunity to utilize two videoconferencing systems for use within the LTC. The most complete system is located in the LTC Forum and is equipped with three cameras and two screens. A smaller system is mounted on a mobile cart that can be used in any LTC room. Both systems feature a Polycom unit for point-to-point (one location to another) video conferencing over the Internet using the standard H.323 protocol. The equipment is provided freely for academic use (course-related) and on a fee-per-use basis for non-academic applications (\$100 per hour for UD-related or \$250 per hour for non-UD-related use).

To schedule the use of the video conferencing equipment, please contact Rise Kreitzer, LTC Coordinator, at LTC@notes.udayton.edu or at 229.4898.



Southwestern Ohio Council for Higher Education
Advancing Higher Education Through Cooperation

SOCHE Conferences and Workshops

The Southwestern Ohio Council for Higher Education is dedicated to advancing higher education in the region through active collaboration, resource and knowledge building, and effective professional development programs. Each year SOCHE hosts a number of conferences and workshops. Faculty wishing to attend these events should contact Lora Butcher for registration details at 229.3309. The SOCHE website also contains information about specific events (<http://www.soche.org>).

SOCHE's 40th Anniversary Celebration with Parker Palmer

Friday, March 30, 2007

9 AM - 4 PM

Sinclair Community College

David H. Ponitz Sinclair Center – Building 12



SOCHE's 40th Anniversary Celebration will be a hallmark event, a celebration of ongoing collaboration among higher education institutions in southwestern, Ohio. SOCHE is delighted that renowned writer, teacher, thinker, and educational activist Parker Palmer will be the featured speaker for this anniversary event.

Other Workshops and Conferences

Higher Education Conference "Online Education: It Takes a Team"

Friday, February 23, 2007

9 AM - 4 PM

Xavier University

Richard Florida Lecture: "Who's Your City?"

Thursday, March 1, 2007

7 - 8:30 PM

Wright State University, Student Union

Library Conference: "Library as Place – Or No Place"

Wednesday, May 2, 2007

10 AM - 2 PM

Wright State University, Ervin J. Nutter Center
Berry Room

Summer Conference "Campus Ecology: Educating by Design"

Friday, June 15, 2007

9 AM - 4 PM

Wright State University, Student Union

The LTC Newsletter is published by the Ryan C. Harris Learning Teaching Center in the Fall and Winter semesters. It is designed to stimulate understanding and innovations in learning and teaching and focuses on professional growth and development of faculty, along with listing developmental opportunities.

Please email any comments or questions to:
LTC@notes.udayton.edu.

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Winter Part-Time Faculty Workshop

This winter's Part Time Faculty Workshop, sponsored by the Faculty Development Committee, will be held on Thursday March 1, 2007. It begins at 8:30 a.m. with a continental breakfast in the LTC Rotunda with the morning sessions beginning at 9:15 a.m. Details of the sessions are still being finalized, and a letter of invitation and program will be distributed in January. For more information, please contact Lora Butcher, Faculty Development Coordinator, at *lora.butcher@notes.udayton.edu* or 229.3309.

SAVE THE DATE:

**Thursday, March 1
8:30 AM, LTC Rotunda**

Media Matters

John LeComte, E-Media Lab

What do Beijing, Shanghai, and the University of Dayton have in common? It depends on who you ask. But for Suki Kwon (Visual arts), the connections between UD and Chinese cities became clearer for her students when they took advantage of the video technology available from the LTC's E-Media Lab. During summer 2006, Kwon led a contingent of UD students to China. She thought it would be a terrific idea if students could document their month-long experience with digital video and pictures. "These video projects are an invaluable educational tool which enhanced students' cultural learning – not only by their interesting outcomes, but also by deepening students observations of the sites where they were living," said Kwon.

Kwon worked with the E-Media Lab where John LeComte conducted workshops for the students on how to use the cameras, capture to their laptops, and edit the resulting digital video. Each week while in China, the students created short videos of their travels. On returning to UD, the students converted the videos to DVD. Canon Z-45 video cameras (that use mini-DV tapes) were used for this project and are available through the LTC E-Media Lab. The students used Windows Movie Maker, bundled into Microsoft XP, to edit their project.



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