

Fall 8-1-2009

# LTC Newsletter

University of Dayton. Ryan C. Harris Learning Teaching Center

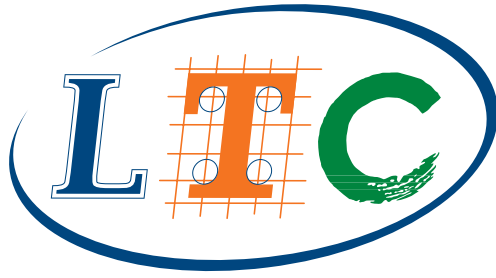
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Ryan C. Harris  
LEARNING TEACHING CENTER

# NEWSLETTER

FALL 2009

## Let's Focus on Learning

*Elizabeth Harrison (LTC, Office of Student Learning Services)*

As we settle into the beginning of a new school year, students, faculty, and staff are all focused on the same thing: getting a good start on the semester and figuring out how to survive until December. Faculty will soon begin to wonder if they can “get through” all the material they want to cover. Many students will start to wonder – and worry – about their grades.

Perhaps those concerns are inevitable in a system in which grades (for students) and content “material” (for faculty) are central. But I can’t help wondering if we are losing sight of why students are at the university in the first place. What is a college education all about anyway? Is it about getting a degree in order to get a good job? Becoming an expert at something? Acquiring the knowledge and skills needed to be a responsible citizen? Learning about the world we live in? Preparing for a professional degree? Finding one’s vocation? Some first year students would answer: It’s what you do after high school. It’s what my family wanted me to do. It’s what I’ve always planned to do.



Of course there is no right answer to this question, and that is my point. Everyone goes to college for their own reasons. If there is one thing all those reasons have in common, perhaps it is learning. Hopefully every student goes to college to learn something. That, I think, is what often gets lost in our concern for grades and even in our concern for just plain surviving: the effort, the fun, the growth, the sense of liberation, the value to our lives that can come with learning.

Learning usually takes work, and sometimes figuring out how to do that work successfully means learning something new. I believe it was Albert Einstein who said that insanity is doing the same thing over and over again and expecting different results. When I ask students what happened on an exam or assignment that didn’t go well, they often say, “I just didn’t study hard enough. Next time I’ll study harder.” In many cases, the following assignment or exam doesn’t go any better than the first. Chalk one up to Albert.

As educators, we need to help our students understand how important it is to assess and make changes when what we’re doing isn’t working. This is important in life, of course, but it’s crucial in college. Students who are not doing well in the first part of the semester have plenty of time to turn themselves around and finish the semester strong – if they get help in figuring out how to become more effective as learners.

*(continued on next page)*

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### Let's Focus on Learning

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And that is where the LTC's Office of Student Learning Services (SLS) comes in. SLS engages with individuals (students, faculty, and staff) and programs across campus...

- to help students gain skills that will make them more effective learners.
- to give faculty and staff ideas for working with students.
- to ensure all students have both equitable access to learning and equitable opportunity to demonstrate what they have learned.

#### **SLS helps students gain skills that will make them more effective learners**

SLS staff will meet with individual students in single or multiple sessions to help them understand how they learn best and introduce them to a variety of study strategies. On request, we also do one-time workshops in classes, and after midterm grades are reported, on issues such as learning, time management, note-taking, and exam prep strategies. So contact us at 229.2066 (phone) or 229.2059 (TTY) about scheduling a workshop in your class, or suggest to struggling students that they talk with us. An easy way to do this is to use the Early Alert Reporting process (visit <http://LTC.udayton.edu/firstyear/alert.htm>) to send an electronic report EARLY in the semester about a first year student you notice struggling in your class – remember that the sooner in the semester a student gets assistance, the better the chance s/he has of being successful.



#### **SLS gives faculty and staff ideas for working with students**

SLS staff will consult with faculty and staff on an individual basis about issues in teaching and learning, including disability and testing accommodations. We also hire, train, and supervise undergraduate students as tutors, Study Group Leaders, and Supplemental Instruction Leaders whose work will supplement what you do with students both in and outside the classroom. One major SLS project for 2009-2010 is to build a more robust training program than what we've had in the past, a program that will give basic skills to any peer learning facilitators on campus. If your department uses TA's or tutors or other peer facilitators, we'd be happy to have them attend our program to develop skills they can use in their positions with you.

#### **SLS works to ensure all students have both equitable access to learning and equitable opportunity to demonstrate what they have learned**

Our staff engages with students with disabilities to determine reasonable accommodations when they are indicated, and with units across campus to implement both those accommodations and more general processes and procedures that will improve access to learning for all students. We convert required readings for courses into alternative formats for eligible students, and as of May 2009 we administer all course-related tests for students requiring accommodations that cannot be addressed by the individual faculty (see next page). We also consult with faculty and staff regarding questions related to disability and accommodations.

In addition, SLS staff present several Faculty Exchange Seminar (FES) sessions in the LTC each semester on topics in the areas of teaching, learning, and/or disability. This year SLS staff will also facilitate two multi-session series related to learning: a reading group focusing on Maryellen Weimer's *Learner-Centered Teaching* (page 7) and a Learning Workshop on various aspects of learning (page 13). In other words, SLS is "a learning resource for students, parents, faculty and staff at the University of Dayton," to quote our brochure. Let us be Your Partner in Learning! ■

To learn more about Student Learning Services,  
visit our website: <http://learningservices.udayton.edu>  
Still have questions? Contact [learningservices@udayton.edu](mailto:learningservices@udayton.edu).

# Expanding Testing for Qualified Students with Disabilities

*Erin Gibbs (LTC, Student Learning Services, Senior Administrative Assistant and Testing Coordinator)*

Effective Summer 2009, the LTC's Office of Student Learning Services (SLS) will provide all testing accommodations that cannot be addressed by the individual instructor for eligible students who are registered with SLS. Consolidating testing through one office, rather than both SLS and the Counseling Center's Testing Services, will provide faculty and students with one centralized location.

Other than a change in location, the process for providing reasonable accommodations will remain the same. Students who wish to use testing accommodations are required to provide a completed SLS Self-Identification Form to each instructor every semester. Students will continue to engage in an interactive process with each instructor to discuss how accommodations will be provided. When possible, instructors are encouraged to provide the accommodation of extended time and a distraction-reduced testing environment in the department area, an office or a nearby, available classroom.

SLS will continue to maintain the high level of academic integrity and confidentiality of the testing process by limiting access to testing materials and adhering to individual instructor test instructions. Instructors should feel free to contact SLS at 229.2066 with any questions or concerns.

For more information, visit our website at <http://learningservices.udayton.edu> and check out the Faculty Section, which includes our FAQ about testing accommodations for faculty. ■



*Deanna Arbuckle (LTC, Office of Student Learning Services) and Peter Titlebaum (Health and Sport Science) demonstrate the UbiDuo during TechnoFair 2009. The UbiDuo is a device that enables deaf, hard-of-hearing, and hearing people to communicate with each other face-to-face.*

## Testing Accommodations for Eligible Students with Disabilities:

1. Students are encouraged to schedule all tests at the beginning of each semester based upon the class syllabus and to talk with each instructor about testing accommodations.
2. Students are required to notify instructors of their desire to use accommodations up to 5 but not less than 2 business days prior to a test and to communicate their decision to use or not to use the approved accommodations for that test.
3. Students are advised to schedule tests as close to the class time as feasible, taking into account that they cannot miss another class in order to take the test.
4. Students need to contact SLS up to 5 but not less than 2 business days prior to reserve a time to take their test.
5. SLS will schedule tests at the time and date requested by the student when possible. The student and instructor will be sent a confirmation e-mail. This does not excuse the student from the responsibility of notifying the instructor of the date and time of the test within a reasonable length of time before the test date (5 days before is preferred).
6. If the instructor has a concern regarding the test time, s/he should contact the student to clarify and notify SLS of his/her decision. If a student reschedules a test, an e-mail will be sent to both the instructor and student with the date and time of the originally scheduled time and the proposed new time. Please note: students will not be allowed to take a rescheduled test without written/verbal permission from the instructor to SLS.

## Office of Student Learning Services – 2009-10 Learning Support

SLS plans to offer course-based learning support for the following courses in fall 2009 and, where noted, in spring 2010. For schedule information or other questions, please contact SLS at 229.2066 or visit the SLS web site at <http://learningservices.udayton.edu>. Tutoring schedules are finalized early each semester.

### Supplemental Instruction (SI)

The opportunity to participate in SI will be open to all students in the listed sections. Because SI helps students more when they participate consistently than if they just drop in once or twice, most instructors will ask students to commit to regular attendance by signing up for the limited number of seats that will be available for each section (max ~15).

CHM 123	All sections in 2009-10
CHM 124	All sections in 2009-10
HST 103	Section P1
MTH 169	Sections 01, 02, 03
MTH 207	Sections 04, 05
PHL 103	Sections P2, P3, P4
PHY 201	All sections in 2009-10
PHY 202	All sections in 2009-10
REL 103	Sections P1, P3



Note: As of fall 2009, support for ENG 101 will be offered through the English Department and the LTC's Office of Writing, Research & New Media, which now houses the Write Place.

### Study Groups

BIO 151	Sections 02, 03 (also spring 2010: sections TBA)
BIO 152	Spring 2010: sections TBA
MTH 128	All sections in 2009-10
MTH 129	All sections in 2009-10
SCI 230	Sections 01, 02 (also spring 2010: sections TBA)

### Tutoring (drop-in) (tentatively for both semesters)

Accounting 207, 208
Biology 101, 151, 152
Chemistry 123, 124, 313, 314
Communication 202 (tentative)
Economics 203, 204
Finance 301 (tentative)
Math 114, 128, 129, 148, 149, 168, 169, 207, 218, 219
Physics 201, 202, 206, 207

Note: Dedicated one-on-one tutoring will be available only in approved cases through the Office of Academic Services for Student Athletes and through the Disability Services staff in SLS. ■

## 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:

Ryan Allen - 229.2233

### Student Learning Services:

Beth Harrison – 229.3383

### Faculty Development & Curriculum Innovation:

Beth Harrison – 229.3383

David Wright – 229.4604

Steve Wilhoit – 229.5317



## Check It Out: The Write Place Has Moved!

The LTC Write Place, formerly located in Roesch Library room 502, has a new home. The Write Place is now located at the west end of Roesch Library's second floor. The new location offers students many benefits including enough space to ensure a more private consultation experience. A waiting area is also now available, which gives students a quiet place to relax or study while they wait for their writing consultation to begin. Additionally, the second floor location puts students closer to the library's reference room, media lab, and other research tools they may need when drafting their writing assignments. Last semester, the Write Place introduced research consultations that helped students learn how to narrow a topic and find the most appropriate resources for their writing assignments. With its new location, the Write Place is now better equipped to support these hands-on research consultations.



This move would not have been possible without the strong partnership between the LTC and Roesch Library. This new location illustrates the LTC and Roesch Library's commitment to enhancing the academic experience of UD's students. With the start of the new academic year, students can expect the same great service from the Write Place and more! The new space will also provide an opportunity to host writing workshops and other programs.

**The Write Place will open for business on Tuesday, September 8, 2009.** The Write Place offers students free peer-to-peer writing support on any writing assignment and at any stage of the writing process. Students can drop-in to the Write Place without making an appointment. Drop-in hours are Monday through Thursday from 11:00 a.m. to 8:00 p.m. and Sunday from 4:00 to 8:00 p.m. If you have any questions, contact Christina Klimo, Write Place Coordinator, at [klimochm@notes.udayton.edu](mailto:klimochm@notes.udayton.edu) or 229.2068. ■

## Teaching and Learning with Technology Seminar

This fall term, the LTC will again offer its Teaching and Learning with Technology Faculty Seminar (formerly New Media and the Scholarship of Teaching). This seminar involves a small group of faculty from across the curriculum working together to develop classroom applications of educational technologies. The faculty meet roughly every two weeks during the term to learn about a range of available technologies and to discuss and plan individual classroom projects. Whether a techie or novice, the seminar is for you so long as you are interested in using technology to improve student learning – all participants receive one-on-one technical support.

Seminar outcomes include the following:

- Participants will develop effective uses of new media technologies to promote student learning.
- Participants will receive training in a range of new media technologies.
- Participants will share with each other lessons learned in designing effective new media-based pedagogies.
- Participants will help the management team identify effective new media-centered faculty development and student support practices.

A call for participants will go out through campus e-mail early in the fall term. The seminar is limited to ten participants.

If you would like more information, contact Steve Wilhoit (LTC, Director, Office of Writing, Research and New Media) at [wilhoit@notes.udayton.edu](mailto:wilhoit@notes.udayton.edu). ■



*Mark Porcaro (Music) as one of the pioneering members of the Teaching with Technology Seminar, discusses his use of blogs during the TechnoFair 2009.*

## Alumni Awards in Scholarship and Teaching

On behalf of the University of Dayton Alumni Association, the Faculty Awards Committee makes two awards that recognize nominated faculty who have made distinguished contributions to scholarship and teaching. Individual faculty or teams of faculty can be recognized using the guidelines and selection criteria described on the LTC Web site (<http://LTC.udayton.edu>). Recipients of the awards receive \$3,000 and will be invited to make public presentations at appropriate ceremonies and forums.

### 2009 Alumni Award in Scholarship – Dr. Kelly Kissock



Kelly Kissock has been an outstanding and highly productive faculty member in the Department of Mechanical and Aerospace Engineering since joining the University of Dayton in 1995. Kissock is an international leader in the field of energy efficiency. He has established the University of Dayton as a national leader in energy informatics and efficiency. As director of the Department of Energy-sponsored Industrial Assessment Center, he has performed more than 300 industrial and commercial building energy assessments, which have helped manufacturers save more than \$4 million and reduce carbon dioxide emissions by millions of pounds. The UD IAC received the 2003 U.S. Department of Energy National Center of Excellence Award and the 2006 Ohio Governor's Award for Energy Excellence. Today, the Department of Energy relies on Kissock's knowledge to shape the future of its industrial energy efficiency efforts.

Kissock holds 19 copyrights for widely used energy software applications and has published more than 60 papers in peer-reviewed journals and conferences. His research has been supported by more than \$3.4 million in contracts and grants from the U.S. Department of Energy, the U.S. Environmental Protection Agency, the American Society of Heating, Air Conditioning and Refrigeration Engineers and others.

Kissock is a widely recognized expert in his field. He served as associate editor of the American Society of Mechanical Engineers' Journal of Solar Energy Engineering; he was chair of the Technical Committee on Conservation and Solar Buildings; and he co-chaired the 2007 American Council for an Energy Efficient Economy conference on industrial energy efficiency. Kissock's research is in fact helping to secure the energy future of the United States and the world.

### 2009 Alumni Award in Teaching – Dr. Stephen Wilhoit

Stephen Wilhoit has been an outstanding and highly productive faculty member in the Department of English since joining the University of Dayton in 1988. Wilhoit has demonstrated a sustained high quality of classroom teaching, innovative teaching techniques, and extensive work in helping other faculty improve their abilities through faculty professional development. As a classroom instructor, he has maintained an excellent record of teaching in a wide variety of graduate and undergraduate English courses. He modeled and propagated the use of innovative teaching and assessment techniques throughout the Department and the University. In the English Department, he brought innovations to graduate teaching assistant education and led efforts to improve how introductory composition courses were structured and taught.



His excellence in teaching and pedagogy carries through in his work at the LTC, where he has also been a leader in faculty development programming at UD, influencing how students are taught across the disciplines. In addition to offering numerous faculty development events and workshops every year, he also led efforts to establish several innovative programs and projects, including the LTC Working Papers on Scholarship of Teaching, the Writing Across the Curriculum faculty seminar, the seminar on New Media and the Scholarship of Teaching, and the Research Fellows program.

Wilhoit has written three highly regarded and adopted textbooks, two focusing on writing and one on the training of teaching assistants. He has numerous publications and conference presentations on teacher training, composition, and pedagogy. In 1997, he received the College of Arts and Sciences' teaching award. In short, his entire career at the University of Dayton has centered on efforts to improve teaching and to enhance student learning not only in the classes he teaches, but also in other instructors' classes across the University. ■

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*The 2010 Faculty Awards Committee, appointed by the Provost, consists of Chair Peter Powers (Physics) and committee members Guru Subramanyam (Electrical and Computer Engineering), Messay Kebede (Philosophy), William Lewis (Management and Marketing), Charles Russo (Educational Leadership), Joyce Dean (Alumni Relations), Mike Krieger (University Libraries) and students Teresa Finnegan (biology major) and Matthew Puccetti (biology major).*

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## Call for Proposals: 2009-2010 LTC Innovation Grants

If you are a full-time faculty member or team led by a full-time faculty, you are encouraged to apply for an LTC Innovation Grant. Up to six grants for a maximum award of up to \$7,500 each will be granted. The LTC Innovation 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 the educational mission of UD. To be eligible for a grant, you do not have to be working in or with the Ryan C. Harris Learning Teaching Center; but we hope that you take advantage of the resources of the LTC.

The maximum total for each award is \$7,500, whether for an individual or a team. The money can be used for stipend or replacement allowance (remember a mandatory estimated benefit rate of 41.6% needs to be accounted for to cover benefits) and/or funds for the purchase of materials, equipment, technical services, or for student or clerical assistance directly related to the learning improvement process. If used as a stipend, this grant provides funds for faculty time and work. The stipend goes to faculty for work during a period of time when they are not under regular contract or the funds go to the department as a replacement allowance for faculty released during the regular contract year. Part-time faculty are welcome to be a part of a team of faculty submitting a proposal – with the stipulation that the team leader is a full-time faculty member.

**The UD Graduate School has made available funding to support two additional grant proposals that address issues pertaining to graduate education.** These additional funds are intended to promote innovation in graduate-level courses and program development. The review process for the graduate-related proposals will be the same as that described for other LTC Innovation Grant applications, with a final funding decision made in consultation with the Dean of the Graduate School.

**The deadline for applications is Monday, October 19, 2009.** The full request for proposals, including the application form, can be downloaded from the LTC Web Site: <http://LTC.udayton.edu>. If you have any questions related to this proposal process, please do not hesitate to contact Faculty Development Coordinator, Lora Butcher at 229.3309 or Director of Curriculum Innovation and E-Learning, David Wright at 229.4604. ■

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## Reading Group

### *Learner-Centered Teaching: Five Key Changes to Practice*

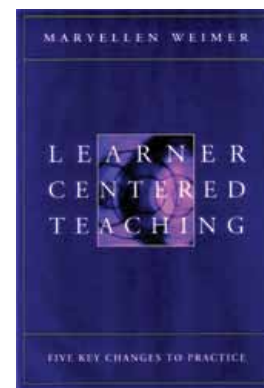
*Facilitated by Elizabeth Harrison (LTC, Office of Student Learning Services)*

Join colleagues to explore and exchange ideas about your own teaching practices in a dialogue that flows from a common reading, Maryellen Weimer's *Learner-Centered Teaching*. The LTC covers the cost of the book in exchange for your agreeing to attend each of the five facilitated discussion sessions. The book selected for this reading group is closely aligned to the theme of the LTC Learning Workshops offered across the 2009-10 academic year (see page 13).

In *Learner-Centered Teaching*, Maryellen Weimer--one of the nation's most highly regarded authorities on effective college teaching--offers a comprehensive look at the topic of learner-centered teaching in the college and university classroom. As Weimer explains, learner-centered teaching focuses attention on what the student is learning, how the student is learning, the conditions under which the student is learning, whether the student is retaining and applying the learning, and how current learning positions the student for future learning. To help educators accomplish the goals of learner-centered teaching, this important book presents the meaning, practice, and ramifications of the learner-centered approach and how this approach transforms the college classroom environment. *Learner-Centered Teaching* shows how to tie teaching and curriculum to the process and objectives of learning rather than to the content delivery alone.

Author Maryellen Weimer is Professor Emerita of Communication at the Berks-Lehigh Valley College of the Pennsylvania State University and is editor-in-chief of *The Teaching Professor* newsletter.

To register for this reading group, please contact Lora Butcher at [Lora.Butcher@notes.udayton.edu](mailto:Lora.Butcher@notes.udayton.edu) or call 229.3309. ■



**Wednesdays  
3:00 - 4:00 PM  
LTC Forum**

**September 23  
October 7 and 21  
November 4 and 18**



### Reading Group

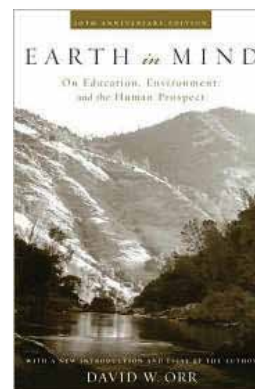
#### *Earth in Mind: On Education, Environment, and the Human Prospect*

*Facilitated by Robert J. Brecha (Bro. Leonard Mann Chair in the Natural Sciences; Professor, Dept. of Physics; Sustainability, Energy and the Environment Initiative Coordinator)*

Each semester the LTC sponsors one or more reading groups. Faculty can explore and exchange ideas with colleagues about their own teaching practices in a dialog that flows from a common reading. The LTC covers the cost of the book in exchange for participants agreeing to attend each of the facilitated discussion sessions.

In *Earth in Mind*, noted environmental educator David W. Orr focuses not on problems in education, but on the problem of education. Much of what has gone wrong with the world, he argues, is the result of inadequate and misdirected education that:

- alienates us from life in the name of human domination
- causes students to worry about how to make a living before they know who they are
- overemphasizes success and careers
- separates feeling from intellect and the practical from the theoretical
- deadens the sense of wonder for the created world



The crisis we face, Orr explains, is one of mind, perception, and values. It is, first and foremost, an educational challenge. The author begins by establishing the grounds for a debate about education and knowledge. He describes the problems of education from an ecological perspective, and challenges the “terrible simplifiers” who wish to substitute numbers for values. He follows with a presentation of principles for re-creating education in the broadest way possible, discussing topics such as biophilia, the disciplinary structure of knowledge, the architecture of educational buildings, and the idea of ecological intelligence. Orr concludes by presenting concrete proposals for reorganizing the curriculum to draw out our affinity for life.

Author David W. Orr, is the Paul Sears Distinguished Professor of Environmental Studies and Politics at Oberlin College. The recipient of the Bioneers Award and the Lyndhurst Prize, he has written three previous books and scores of articles on subjects ranging from education to agriculture.

To register for this reading group, please contact Lora Butcher at [Lora.Butcher@notes.udayton.edu](mailto:Lora.Butcher@notes.udayton.edu) or call 229.3309. ■

**Mondays**  
**3:00 - 4:15 PM**  
**LTC MeetingSpace**

**October 5 and 19**  
**November 2, 16 and 30**

### **Midterm Instructional Diagnosis: Improving your Courses with Student Feedback**

**Deadline: Friday, October 2**

Need some insight into your students and how you can help them learn? Try the Midterm 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 learning. The process is voluntary and confidential. **The deadline to submit an application is Friday, October 2.** If you have any questions, please contact Lora Butcher at [Lora.Butcher@notes.udayton.edu](mailto:Lora.Butcher@notes.udayton.edu) or call 229.3309.

More information on the MID and an application can be found at: <http://LTC.udayton.edu>

# FES

## Faculty Exchange Series

The Faculty Exchange Series (FES), introduced in the fall of 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 and staff 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. 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, Faculty Development Coordinator, at 229.3309 or [Lora.Butcher@notes.udayton.edu](mailto:Lora.Butcher@notes.udayton.edu).

### FE1 Learn about UD's New Testing Accommodations Process and How to Keep the Accommodations Process from Killing You

*Hosted by: Brenda Cooper, Deanna Arbuckle, Erin Gibbs, and Elizabeth Harrison (LTC, Office of Student Learning Services)*

Beginning in Summer 2009, all testing accommodations related to academic courses will be administered through the LTC's Office of Student Learning Services. Come to this FES and take part in a discussion of what testing accommodations are, why they're necessary, and how the new system will work. Learn about the instructor's responsibilities in the testing accommodations process and how to make it work smoothly for both you and your students.

**Tuesday, September 8**

**12:00-1:15 PM**

**LTC Forum, LUNCH**

### FE2 Diving Deeper into Bloom's Taxonomy

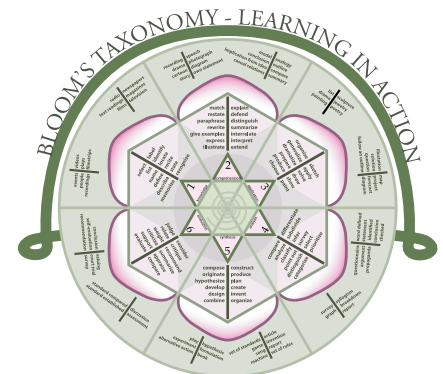
*Hosted by: Megan Henderson (LTC, Office of Student Learning Services)*

Bloom's Taxonomy provides a hierarchy of cognitive learning that is useful in the deepening of students' understanding of class material. This presentation will introduce the six levels of Bloom's Taxonomy and will provide strategies to engage different learning styles. Through this presentation and discussion, participants will gain a better understanding of Bloom's Taxonomy and practical uses for it in the classroom.

**Monday, September 14**

**12:00-1:15 PM**

**KU-222, LUNCH**



### FE3 Salsa, Soul, and Spirit: Leadership for a Multicultural Age

*Hosted by: Women's Center with guest speaker Juana Bordas (President of Mestiza Leadership International and Vice-President of the Board of the Greenleaf Center for Servant Leadership)*



As the world becomes flatter and globalization creates a world village, it is imperative that leaders have the cultural flexibility and adaptability to inspire and guide people from very distinct backgrounds that represents the whole rainbow of humanity. In honor of Hispanic Heritage Month, guest lecturer Juana Bordas discusses the 8 principles of a multicultural approach to leadership from her book, *Salsa, Soul and Spirit: Leadership for a Multicultural Age*. For a multicultural nation, she puts forth a multicultural leadership model that integrates eight practices from Latino, African-American, and American Indian communities. Using principles such as "Sankofa," the ability to learn from the past; "I to We," form individualism to collective identity; and "Micasa es su casa," developing a generosity of spirit. This model offers leaders new approaches that will increase their interpersonal effectiveness with diverse populations by incorporating the influences, practices, and values of a variety of cultures in a respectful and productive manner.

**Wednesday, September 16**

**12:00-1:15 PM**

**KU 310, LUNCH**

*(continued on next page)*

Bloom's Taxonomy image by K. Ainsqatsi and John M. Kennedy T. under the Creative Commons Attribution ShareAlike License (Version 3.0) and the GNU Free Documentation License (Version 1.2). Juana Bordas image copyright by Mestiza Leadership International.

**FE4 Developing a Minor, Establishing Internships, and Investigating Careers: The Thrill and Agony of Arts Management**

*Hosted by: Linda Snyder (Music) and Rebecca Wells (Management and Marketing)*

At the intersection of the arts (performance, visual and literary) and business is arts management, a field that marries the structure of business with the creativity of the arts. Students considering arts management careers are interested in managing their own art gallery, being in management with a major ballet company or an orchestra, being a part of the management team for an opera house or a theatre, or working with community and governmental organizations devoted to arts advocacy. To do this they need to understand both the art and the business dimensions of these opportunities and this can happen through study and experience. Through a Humanities Fellowship we are investigating the viability of a minor in arts management for both students majoring in the arts and for students majoring in business. Along with this we are identifying both internship and career opportunities, considering the link with graduate study in the field, and identifying organizations involved with arts advocacy. We will be discussing all of these topics and the social/political trends that have an impact on these opportunities.

**Monday, September 21**

**12:00-1:15 PM**

**LTC Forum, LUNCH**

**FE5 Student Behavior: What is the University Doing to Address It?**

*Hosted by: Debra Monk and Mel Brown (Community Standards and Civility)*

This session will provide a short overview of the student conduct system at the University. What happens to a student when they are “written up” for alcohol? How many students find themselves in this process? Is it true that ‘student court’ gives mandatory fines for alcohol? This session will cover these questions as well as discuss strategies for building community and helping students to connect their social lives with their academic and career paths as full citizens. If you want to learn more about the process to aid students in their journey or if you want to ask questions about things you have heard regarding the process, this session will address those issues and more.

**Wednesday, September 23**

**12:00-1:15 PM**

**KU-207, LUNCH**

**FE6 Chemistry for Engineering Students: An Example of an Online Review Module**

*Hosted by: Denise Taylor (Civil and Environmental Engineering) and Ryan Allen (LTC, Office of Curriculum Innovation and E-Learning)*

Students often struggle with basic course material when a prerequisite course had been taken more than a year before. To help address this concern, an interactive tutorial was prepared to provide a structured and focused approach for students to re-familiarize themselves with prerequisite chemistry skills used in an upper-level engineering course. This session will provide an overview of the tutorial, a summary of student feedback, and plans for improvements.

**Tuesday, October 6**

**12:00-1:15 PM**

**LTC Forum, LUNCH**

**FE7 Teaching Native-Speakers of English How to Communicate with International Students**

*Hosted by: Karin Avila-John (Intensive English Program)*

In the Intensive English Program, we teach our international students how to communicate in English and how to function in an English-speaking academic environment. However, let's not forget that communication works two ways. Both listeners and speakers are responsible for effective communication. In this session, we will introduce strategies for native speakers that will improve their interactions with non-native speakers of English. This can enhance the learning and teaching process by facilitating richer dialog between students, as well as between students and instructors or advisors.

**Wednesday, October 7**

**12:00-1:15 PM**

**KU-222, LUNCH**

**CALL FOR PROPOSALS**

The deadline to submit a FES proposal for Spring 2010 is **Friday, October 23, 2009**. If you have any questions, please contact Lora Butcher at [Lora.Butcher@notes.udayton.edu](mailto:Lora.Butcher@notes.udayton.edu) or call 229.3309. More information on the FES and the request for proposals can be found at: <http://LTC.udayton.edu>.

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## **FE8 Developing Undergraduate Research Skills: An Innovative Discipline-Based Approach**

*Hosted by: Heidi Gauder and Fred Jenkins (Roesch Library)*

Librarians at Roesch Library have been working with the Philosophy Department and the International Studies Program to teach a 1-credit research course in each discipline. This session will discuss the successes and challenges in teaching such a course as well as the intended learning outcomes in terms of research skills and information literacy for each discipline.

**Tuesday, October 20**

**12:00-1:15 PM**

**LTC Forum, LUNCH**

## **FE9 Classroom Engagement and Management: Co-constructing Expectations with Students**

*Hosted by: Dude Coudret (LTC, Office of Student Learning Services)*

Are students actively engaged and contributing to your class discussion? Has something changed in classroom etiquette and decorum? If you have asked yourself these questions, join us for this session focused on classroom engagement and management. Participants will have the opportunity to explore a developmental activity that can help you attend to these questions and more. Learn more about the collaborative co-construction of course expectations and how it can help you and your students stay on the same page!

**Friday, October 23**

**12:00-1:15 PM**

**LTC Forum, LUNCH**

## **FE10 A User's Guide to the 2010 Stander Symposium**

*Hosted by: Andrea Meyer Wade (Provost's Office)*

Wondering how your students will spend their day during the upcoming Stander Symposium, April 13-14, 2010? Join us for a discussion on how you can create learning opportunities for students in your classes and why you should attend and encourage student attendance at the 2010 Stander Symposium. We will cover this year's calendar of events, potential for faculty involvement, methods for fostering student engagement, how to register student projects, and wrap-up with a Q&A. The Stander Symposium and associated events have provided a showcase for undergraduate and graduate scholarship and creative endeavors for over 20 years. Whether you are a new faculty member looking to get involved or a veteran faculty advisor, please join us for this important conversation.

**Tuesday, October 27**

**12:00-1:15 PM**

**LTC Forum, LUNCH**

**OR Monday, November 2**

**12:00-1:15 PM**

**LTC Forum, LUNCH**

## **FE11 Reflection in the Service Learning Classroom: Who, What, Why, Where and How**

*Hosted by: Kelly Bohrer (Center for Social Concern) and Joanne Troha (Fitz Center for Community and Leadership)*

The key element that distinguishes community service/volunteer work from a service learning (SL) experience is including a reflection component. Adding and enhancing this component of a SL course can be easier and more enjoyable than it might first seem to SL practitioners. This workshop will review the who, what, why, where and how of using reflection in a SL experience. SL practitioners on our campus will share creative ways they approach this key component of service learning. Join us for new ideas, sharing what has and has not worked, and to reflect on reflection practices.

**Thursday, October 29**

**12:00-1:15 PM**

**LTC Forum, LUNCH**

## **FE12 Fostering an Inclusive Learning Experience for Visual, Aural, Read/Write and Kinesthetic Learners**

*Hosted by: Dude Coudret (LTC, Office of Student Learning Services)*

What does it mean to be a visual, aural, read/write or kinesthetic learner? Whether you're teaching, advising or training others, fostering an inclusive learning experience for learner differences can improve engagement and performance. This session will explore the learning differences related to visual, aural, read/write and kinesthetic modalities. The usefulness, application, effectiveness of different instructional, learning and study strategies will be discussed.

**Friday, October 30**

**12:00-1:15 PM**

**LTC Forum, LUNCH**

*(continued on next page)*



### **FE13 The Library and the Engineering Curriculum: Lessons from a Close Partnership**

*Hosted by: Jack O'Gorman (Roesch Library)*

This presentation will discuss how the library can increase its presence and add significant value in the undergraduate engineering curriculum. Data from undergraduate honors theses and database usage will be presented. This session will apply information literacy concepts to engineering education, with recommendations for specific points in the curriculum where a greater awareness of the library's services could be created.

**Tuesday, November 3**

**12:00-1:15 PM**

**LTC Forum, LUNCH**

### **FE14 LibGuides: A Customized Library for Your Courses**

*Hosted by: Joan Giglierano (Roesch Library)*

Using LTC Innovation Grant funds, the University Libraries are now producing easily accessible, online course research guides using LibGuides software. The pilot project, developed in collaboration with School of Business Administration faculty members, was created for undergraduate students in spring 2009, for BAI 151 classes. Offering links to library resources and Web sites in a clearly organized manner, the guide has seen steady growth in use and application beyond the BAI 151 course. This session will present several LibGuides projects underway at UD and will discuss future plans for this tool.

**Monday, November 9**

**12:00-1:15 PM**

**LTC Forum, LUNCH**



### **FE15 Designing an Engaging and Accessible Learner-Centered Syllabus**

*Hosted by: Elizabeth Harrison (LTC, Office of Student Learning Services)*

In this session we will consider the many roles that a syllabus plays and brainstorm what could and/or should be in a syllabus based on those roles. We will also explore 1) the idea of a “graphic syllabus” and 2) the need to make sure your syllabus is accessible to all the learners in your class. You will leave with a template to help you create an accessible syllabus.

**Wednesday, November 11**

**12:00-1:15 PM**

**LTC Forum, LUNCH**

### **FE16 Office of Multicultural Affairs: Educational Services and Opportunities**

*Hosted by: Jessica González and Daria Graham (Office of Multicultural Affairs)*

Under a new, more inclusive model, the Office of Multicultural Affairs (OMA) works to support African-American, Hispanic/Latinos, Asian-American, Native-American and Alaskan Natives, in addition to any UD students that would benefit from our services. The program supports students academically, socially, and spiritually with personal development to help ensure their academic success and to help ensure they have a positive UD experience. The hosts will share how these programs work to build a diverse learning community both in and beyond the classroom and what opportunities are available for learning, leadership, and service. Additionally, the hosts will talk about how the staff coordinates retention initiatives, sponsors multicultural-based programs, advises student organizations, and maintains appropriate communication with families.

**Thursday, November 12**

**12:00-1:15 PM**

**LTC Forum, LUNCH**

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The Faculty Development Committee consists of Janet Bednarek (History), Rex Berney (Physics), Deb Bickford (Office of Provost/LTC/SBA), Rebecca Cochran (School of Law), Chuck Edmonson (Engineering Technology), Hector Escobar (Roesch Library), Elizabeth Harrison (Student Learning Services), Janet Herrelko (Teacher Education), Sawyer Hunley (Counselor Education & Human Services/LTC Fellow), Christian Kiewitz (Management and Marketing), Jason Pierce (Political Science), Molly Schaller (Counselor Education & Human Services/LTC Fellow), Steve Wilhoit (LTC/English), David Wright (UDit/LTC/Biology), and Lora Butcher (LTC).

## **FE17 International and Intercultural Citizenship and Engagement**

*Hosted by: Dr. Joe Saliba (Provost, Senior Vice President for Academic Affairs)*

The University of Dayton's strategic plan calls for International and Intercultural Citizenship and Engagement. An important feature of UD's approach to internationalization is through the curriculum. During this session, Dr. Joe Saliba, Provost, will discuss ways to internationalize the curriculum at UD. Last year, several groups of faculty and staff from across campus worked on international strategic planning ideas. Joe will discuss several key initiatives that emerged from the collective thinking of these groups. The ideas involve faculty development initiatives, signature international programs, and education abroad sites.

**Tuesday, December 1**

**12:00-1:15 PM**

**KU Ballroom West, LUNCH**



Photograph by Grace Rodney, Class of '10

## **LTC Learning Workshops**

The LTC invites you to participate in a series of linked workshops spanning 2009 and 2010 on the theme of learning. The sessions are designed to explore the many facets of learning from theoretical perspectives to practical implications of what happens in the classroom. We ask the question, "What is learning?" The session information will provide the opportunity for discussion and activities that will help you explore your own learning and what works for your students. LTC staff and UD faculty will serve as facilitators. Each session will draw on what has come before to further deepen your understanding, but each will be designed to stand alone in case your schedule gets in the way.

So join us – come to several sessions or come to all! To register for a specific session or the entire series, please contact Lora Butcher at [Lora.Butcher@notes.udayton.edu](mailto:Lora.Butcher@notes.udayton.edu) or call 229.3309. If you have any special accommodation needs that we need to be aware of, please let us know.

### **L1 Know Your Students: The Millennials Have Arrived**

Millennial students currently make up the majority of our student body. Who are they and how do they learn?

**Tuesday, September 15**

**1:30 - 2:45 PM**

**LTC Forum**

### **L2 Learning and the Brain**

What do we know about how brains learn and what are the implications for teaching and learning? Discover the intersection between neuroscience and education.

**Tuesday, September 29**

**1:30 - 2:45 PM**

**Kennedy Union Rm. 310**

### **L3 Theories of Learning**

Explore a variety of theories of learning developed during the 20th century and consider their implications for your work with students.

**Tuesday, October 13**

**1:30 - 2:45 PM**

**LTC Forum**

### **L4 Designing for Successful Learning**

Consider various ways to structure learning experiences so as to offer the opportunity for success to all your students.

**Tuesday, October 27**

**1:30 - 2:45 PM**

**LTC Forum**

#### **Topics for Spring 2010**

##### **Focusing On Your Learners**

What does "learner-centered" mean? We discuss implications and applications for student learning.

##### **Active Learning: Out with the Passive Learners!**

Identify strategies and techniques to actively engage your students in their learning.

##### **Assessment of Student Learning**

How do we know that what we are doing is working for our students? Explore assessment strategies that you can use in your work.

##### **Putting It All Together**

Open forum discussion session to share questions, ideas, discoveries, and experiences related to student learning.

Dates and times for spring 2010 will be announced at the beginning of January.

## Faculty Development Library

The Faculty Development Library is a collection of books covering a wide variety of professional and leadership development topics. You can find these books on the shelves located across from the Blend. Most of our books can be borrowed by checking them out from the circulation desk on the first floor of Roesch Library. You can also find the books by searching the Roesch Library Catalog. This is a list of the most recent additions to the Faculty Development Library.

*Developing Quality Dissertations in the Social Sciences*

*Developing Quality Dissertations in the Sciences*

*Developing Quality Dissertations in the Humanities*

*Educating Engineers: Designing for the Future Field*

*Tools for Teaching*

*Civic Engagement in Higher Education*

*The Learning Portfolio*

*Teaching with Classroom Response Systems*

*Developing Learner-Centered Teaching*

*Methods in Educational Research*

*Effective Leadership Communication*

*Educating Engineers*

*Developing University-Industry Relations*

*Faculty of Color*

*Organizing Higher Education for Collaboration*

*The Essential Academic Dean: A Practical Guide to College Leadership*

*Assessing the Online Learner*

*Conquering the Content*

*Using Wikis for Online Collaboration*

*Best Practices for Supporting Adjunct Faculty*

*Peer Review of Teaching: A Sourcebook*

*The Academic Portfolio*

*Strategies for Teaching Assistant and International Teaching Assistant Development*

*Academic Advising: A Comprehensive Handbook*

*Using Wikis for Online Collaboration*

*Forms of Ethical and Intellectual Development in the College Years*

*Making Teaching and Learning Visible: Course Portfolios and the Peer Review of Teaching*

*Building Online Learning Communities: Effective Strategies for the Virtual Classroom*

*Hiring Right: Conducting Successful Searches in Higher Education*

*The Academic Chair's Handbook: Meaningful Course Revision*

*Successful Science and Engineering Teaching in Colleges and Universities*

*The Learning Paradigm College*

*Challenges of the Faculty Career for Women: Success and Sacrifice*

*On Becoming a Woman Leader*

*The Sista' Network: African American Women Faculty Successfully Negotiating the Road to Tenure*

*Women and Leadership: The State of Play and Strategies for Change*

*Teaching the Large College Class: A Guidebook for Instructors with Multitudes*

*The Graphic Syllabus and the Outcomes Map: Communicating Your Course*

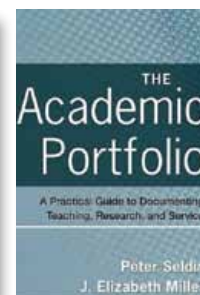
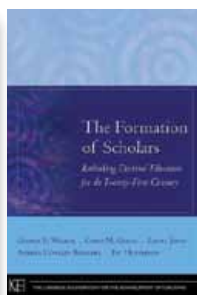
*Inside the Undergraduate Experience: The University of Washington's Study of Undergraduate Learning*

*Diversity Across the Curriculum: A Guide for Faculty in Higher Education*

*The Course Syllabus: A Learning Centered Approach*

*The American University in a Postsecular Age*

*The Formation of Scholars: Rethinking Doctoral Education for the Twenty-First Century*

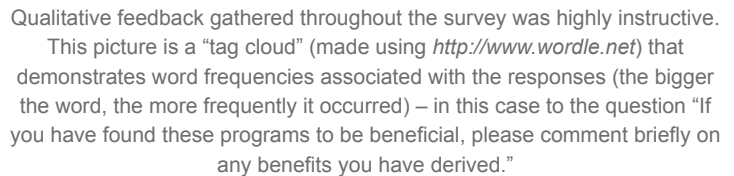


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165 faculty completed the survey, which is approximately 20% of the faculty targeted by emails announcing the availability of the online survey. Flash drives were sent to the first 100 respondents as a token of appreciation for the time taken to complete the questions.

14% of respondents indicated that they had not participated in faculty development programs delivered by the LTC in the past two years. When offered possible reasons that were obstacles for attending, the most common reason indicated was that they had not participated one or more times in faculty development programs. Of those who had participated, 10% indicated they had participated ten or more times. It should be pointed out that the data were collected on a yearly basis. As an obstacle for further participation, these faculty

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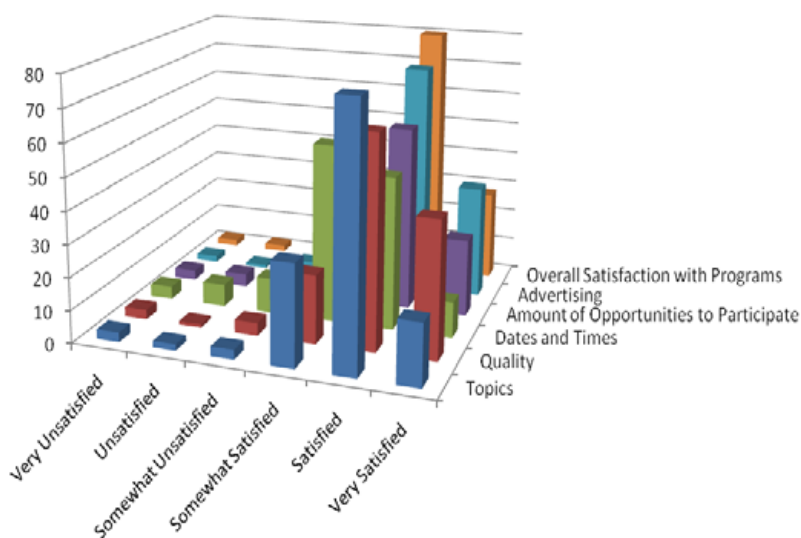


Increase knowledge and insight	83.2%
Improve pedagogical skills	67.9%
Meet/talk with other faculty	57.7%
To learn about a new initiative	56.2%
Opportunity to share knowledge	26.3%
Food	15.3%
Credit toward promotion/tenure	12.4%
Public/department recognition	7.3%

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## SATISFACTION



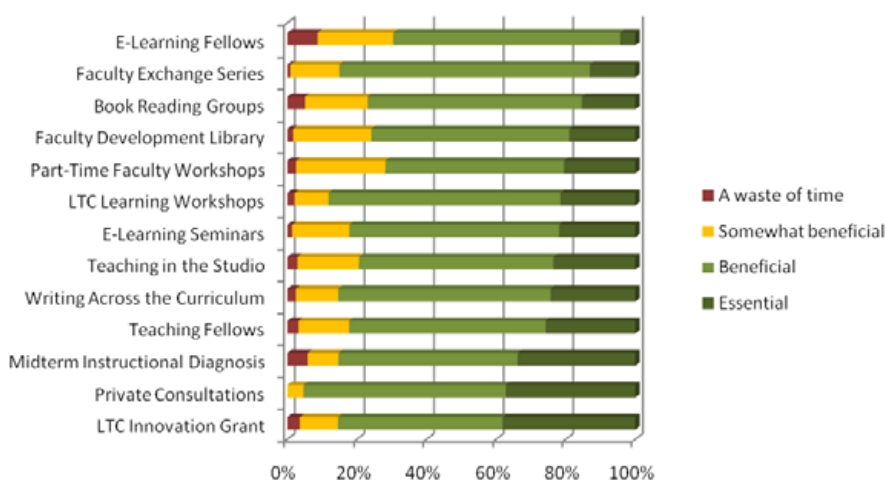
Participants indicated high levels of satisfaction with different elements of the LTC faculty development programs, including: topics, quality, timing, frequency, and advertising. When asked to judge overall satisfaction, 80% of the participants indicated that they were satisfied or very satisfied.

Although the reaction was very positive, we noticed a lower level of satisfaction with regards to the choice of dates and times of our programs – which further illustrates the challenge of everyone's busy schedules.

Overall UD faculty found our professional development programs to be very beneficial, and frequently essential to their academic work. This was especially true with the services we offer at the personal level including grant funding, consultations or MID feedback. Faculty expressed benefits in gaining new ideas to change or improve their teaching. A major strength of many of our workshops and seminars is the sense of community and idea sharing that comes from connecting with colleagues from across the curriculum. Learning how to use WebCT and Isidore were frequently cited as helpful and informative specific topics in the workshops and seminars delivered by the LTC.

Participants were asked to comment on what needs were not being met by the LTC. Although comments were received from 52 respondents, the majority of the comments indicated that they were happy with the existing LTC programs or could not think of any additional services they felt that they needed. The Faculty Development Committee and staff of the LTC and Roesch Library have been using the results to help shape existing and future programs (for example see the next article). We would like to offer our deep appreciation for those who participated in the survey and the candid feedback they shared. ■

## IMPACT



The levels of perceived benefit to specific faculty development programs were parallel to the participation in the same programs. When combining scores for beneficial and essential, all programs were between 70% and 95%, with the highest being for LTC Innovation Grants, private consultations and the Midterm Instructional Diagnosis.

## SAVE THE DATE!

### Part-Time Faculty Workshop

The fall Part-Time Faculty Workshop will be held on Saturday October 17. Breakfast will be available from 8:15 to 9:30 a.m. in KU Barrett Dining Room. The workshop will begin with an introduction from Provost and Senior VP for Academic Affairs, Joe Saliba. Two concurrent sessions will be offered from 9:45 a.m. to Noon in the LTC. Watch for more details.

## Teaching Online at UD

*Ryan Allen and David Wright (LTC, Office of Curriculum Innovation and E-Learning)*

In analyzing the feedback from the Spring 2009 Faculty Development Survey, we realized that faculty were asking for help on how best to teach online classes. Heeding this call for help, we have attempted to provide an additional resource for our growing number of online instructors as a supplement to the e-Learning Seminars.

Teaching an online course that provides the same level of quality and communication that a face-to-face course does is often a difficult task – especially the first time. What works best in the classroom doesn't automatically translate well to the online environment. In order to get the best from delivering an online class and to improve the student success we have created a faculty guide called Teaching Online at UD: Best Practices Guide. The guide and several appendices are available on the e-Learning Lab Web site at <http://learn.udayton.edu/faculty/teachOnline>.

A list of the topics covered in the guide is provided below. The guide will be especially helpful to instructors building new courses or migrating to Isidore – UD's Learning Management System.

- Planning and development
- Comparing traditional and online courses
- Design with accessibility in mind from the very beginning
- Create an accessible learner-centered syllabus
- Design the course with a modular structure
- Delivering content
- Creating engagement and understanding
- Assessment methods
- Student teaming and collaboration
- Transparency, evaluation and improvement

## UD Student Computer Initiative Fall 2009

*David J. Wright (LTC, Office of Curriculum Innovation and E-Learning)*

Fall 2009 will bring significant changes to the UD undergraduate computer initiative. This will be the eleventh year in the history of the requirement that undergraduate students entering UD bring a computer as an expectation of our academic programs. Prior to 2009 students were required to purchase a UD custom-configured computer from Tangent Computer, which was then picked up during orientation week and, when necessary, received on-campus hardware warranty support by Tangent technicians.

As students and parents increasingly scrutinized the cost of attending college, and as notebook computers became a ubiquitous technology, the UD-provided model needed to change. Consequently, UD has made significant changes to our computer initiative. Beginning in fall 2009, undergraduate students entering UD are still required to bring a notebook computer, but the purchase is no longer required through UD.

Using information provided by UD prior to arriving on campus, students have been guided to: 1) purchase or bring a notebook on their own; or 2) purchase a notebook directly from manufacturers working with UD to be shipped directly to the student. The manufacturers working with UD will be HP (for Windows-based notebooks) and Apple (for the Mac notebooks available only to Visual Arts or optionally for Music majors).



It will be the responsibility of students to bring to UD a machine that meets minimum specifications set forth by the academic units. For most students this computer will be a powerful PC-based laptop running Windows Vista (Ultimate or Business Editions). The actual technical specifications for all academic programs were shared with students during spring and summer of 2009 through the Admissions Web site and communications as well as during Virtual Orientation (see: [http://www.udayton.edu/admission/Computer\\_Initiative.php](http://www.udayton.edu/admission/Computer_Initiative.php)).

Technical support for the students entering in fall 2009 will obviously differ from the original program. Although UDiT will continue to provide software support for UD-provided software applications (such as Microsoft Office), the availability of on-campus hardware support will be limited to students purchasing from UD-partnered manufacturers. UD is investigating options to provide hardware support for notebooks from other manufacturers; non-warranty support for all notebooks will be available for a fee. Details of the hardware and software support options available to the 2009 incoming class were communicated by UDiT to the students during the summer. Students who entered UD prior to fall 2009 will continue to have full software and warranty-based hardware support from UD and Tangent.

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## Computer Initiative

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Faculty can expect to see in the classroom a wider variety of notebook computers made by a diverse group of manufacturers. This should not pose a problem, since the same software applications (Microsoft Word, Excel, PowerPoint, etc.) will be available to the students. Faculty may need to specifically define additional expectations in a syllabus, such as the use of Web browser plug-ins or other special tools that may be used during a course. A modifiable template for use as part of a course syllabus has been included at the bottom of this article.

We believe that despite the greater heterogeneity of computers on campus, students entering UD in fall 2009 will be successful in their academic programs. Faculty and administrators that have examined the redesigned computer initiative believe the changes will be successful in meeting academic needs while helping parents and students realize potential cost savings. ■

### Syllabus Insert (Modify as Necessary)

#### Computer Requirements for this Course

This course requires the use of a notebook computer that complies with the hardware specifications that were communicated to you by the Admissions Office. This course will require your use of the software applications in the Microsoft Office suite. It is your responsibility to ensure you have a working computer with the required software installed and functional for this course. Details regarding your technical support options have been communicated to you by UDit. Training resources for using UD software can be found at <http://training.udayton.edu>.

## E-Learning Seminars

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](mailto:Lora.Butcher@notes.udayton.edu). Noon time sessions will provide lunch and beverages, while other times will provide snacks and beverages.

### Mastering Isidore: A Hands-on Workshop

*Facilitated by Ryan Allen and Leah Bergman*

Are you ready to take your class online or make the transition from WebCT to Isidore? This two hour hands-on session will introduce users to the new campus learning management system leaving them ready to begin building their own sites with confidence.

### Podcasting with iTunes U

*Facilitated by Leah Bergman*

Have you ever heard the word “Podcast” and wondered what it was all about? Are you looking for new way to connect with your students and strengthen their learning experience? iTunes U, a free service hosted by Apple, is designed to easily enable schools to manage and deliver a broad range of portable audio, video, and PDF content to students, faculty, staff, alumni, and the public through the familiar iTunes interface.



### Preventing Plagiarism with TurnItIn

*Facilitated by Leah Bergman*

How and why are your students plagiarizing papers? What can a busy instructor like yourself do about it? Come to this informative session and learn some tricks of the trade, prevention strategies, and sign-up for TurnItIn.com – a simple online plagiarism detection service UD subscribes to. TurnItIn can detect the slightest use of plagiarized material by comparing submitted papers with previously submitted papers in its database, the Internet, as well as periodicals and journals.

### Boosting Student Engagement with Clickers

*Facilitated by Ryan Allen*

Are you tired of waiting until exam day to see how much your students are learning? Student Response Systems (SRS), or “clickers”, are becoming standard equipment in many college classrooms. These handy tools allow instructors to get instantaneous feedback through electronic polling from a large audience. Come try them out for yourself and hear who’s already using them on campus.



### Teaching Virtually with Elluminate

*Facilitated by Ryan Allen and Jerry Timbrook*

The University of Dayton will be piloting Elluminate during the 2009-2010 school year. Elluminate is a synchronous online learning and collaboration tool. Students join a virtual classroom, interact, following PowerPoints, annotate a whiteboard, poll the class, and chat through computer audio. Could this work for your class? Come and find out.

## E-Learning Seminar Schedule

August			
E1 - Mastering Isidore: A Hands-on Workshop	Friday - 8/28	12:00-2:00 PM	LTC Forum

September			
E2 - Mastering Isidore: A Hands-on Workshop	Thursday - 9/3	9:30-11:30 AM	LTC Forum
E3 - Podcasting with iTunes U	Wednesday - 9/9	10:00-11:00 AM	LTC Forum
E4 - Boosting Student Engagement with Clickers	Tuesday - 9/15	12:00-1:00 PM	LTC Forum
E5 - Mastering Isidore: A Hands-on Workshop	Wednesday - 9/16	2:00-4:00 PM	LTC Forum
E6 - Preventing Plagiarism with TurnItIn	Friday - 9/25	12:00-1:00 PM	LTC TeamSpace
E7 - Mastering Isidore: A Hands-on Workshop	Tuesday - 9/29	12:00-2:00 PM	LTC Forum

October			
E8 - Teaching Virtually with Elluminate	Friday - 10/2	12:00-1:30 PM	LTC TeamSpace
E9 - Mastering Isidore: A Hands-on Workshop	Monday - 10/19	12:00-2:00 PM	LTC TeamSpace
E10 - Boosting Student Engagement with Clickers	Friday - 10/23	12:00-1:00 PM	LTC TeamSpace

November			
E11 - Mastering Isidore: A Hands-on Workshop	Wednesday - 11/4	9:00-11:00 AM	LTC Forum
E12 - Podcasting with iTunes U	Tuesday - 11/10	2:00-3:00 PM	LTC Forum
E13 - Mastering Isidore: A Hands-on Workshop	Tuesday - 11/17	10:00-12:00 PM	LTC Forum
E14 - Teaching Virtually with Elluminate	Wednesday - 11/18	2:00-3:30 PM	LTC Forum

December			
E15 - Mastering Isidore: A Hands-on Workshop	Thursday - 12/3	1:00-3:00 PM	LTC Forum
E16 - Preventing Plagiarism with TurnItIn	Monday - 12/7	2:00-3:00 PM	LTC TeamSpace

### UD's Transition to Isidore Gains International Attention

Ryan Allen, Senior E-Learning Specialist, was invited to present at the 2009 International Sakai Conference. The presentation focused on UD's transition to Isidore – UD's implementation of the Sakai Learning Management System (LMS). Over 500 faculty, staff, and developers from universities spanning six continents attended the conference to learn more about this open-source software. The attendees were in varying stages of the LMS adoption process; some universities (like UD) had already selected Sakai as their primary LMS, while others were still evaluating possible solutions. Although UD will not completely switch away from a commercial LMS (WebCT) until the end of fall this year, UD has been identified by many as a model school in the implementation of Sakai. Many universities considering Sakai as their primary LMS found UD's team-based approach to the adoption process a desirable model to follow. ■





## Thursdays with Isidore

The E-Learning Lab will lead weekly sessions on specific Isidore tools during the fall 2009 semester. Faculty are welcome to attend any or all of the sessions depending on their interest. The sessions will be hands-on, allowing faculty to both see and experience the toolset. All sessions will be held in the LTC Forum (Room 044) or the LTC TeamSpace (Room 020).

If you would like to register for one of these training sessions please contact Lora Butcher at [Lora.Butcher@notes.udayton.edu](mailto:Lora.Butcher@notes.udayton.edu) or 229.3309. Space is limited and seats will be filled on a first-come, first-served basis.

TITLE	DATE	TIME	FACILITATOR
<b>1 - Isidore Introduction (My Workspace and Site Info)</b>	September 10	12:00-1:00 PM 3:00-4:00 PM	Ryan Allen
<b>2 - Resources &amp; Syllabus</b>	September 17	12:00-1:00 PM 3:00-4:00 PM	Leah Bergman
<b>3 - Web Content, Schedule, and Announcements</b>	September 24	12:00-1:00 PM 3:00-4:00 PM	Leah Bergman
<b>4 - Assignments</b>	October 1	12:00-1:00 PM 3:00-4:00 PM	Leah Bergman
<b>5 - Gradebook</b>	October 15	12:00-1:00 PM 3:00-4:00 PM	Ryan Allen
<b>6 - Modules</b>	October 22	12:00-1:00 PM 3:00-4:00 PM	Leah Bergman
<b>7 - Tests and Quizzes</b>	October 29	12:00-1:00 PM 3:00-4:00 PM	Ryan Allen
<b>8 - Messages, Chat, and News Feeds</b>	November 5	12:00-1:00 PM 3:00-4:00 PM	Leah Bergman
<b>9 - Forums</b>	November 12	12:00-1:00 PM 3:00-4:00 PM	Ryan Allen
<b>10 - Wiki and Chat</b>	November 19	12:00-1:00 PM 3:00-4:00 PM	Ryan Allen

### Calling IT Training?

As part of the three year implementation schedule for the roll out of the Banner ERP software, the IT Training Lab is dedicating its time to creating the training events and associated resources that faculty, students and staff will access over the next academic year. You will see more announcements about the Banner roll out in the coming months. To better serve faculty and staff for a faster response time, we ask that any support calls pertaining to UDiT-supported software be made not to the IT Training Lab, but to the UDiT Help Desk at 229.3888.

# Atomic Learning

UDit has been proud to deliver high quality instructor-led training to help faculty, students, and staff learn how to use the Udit-supported software applications such as Microsoft Office. Over the past few years, we have seen a growing number of our users meeting their training needs by using online training aids. Because we needed to bolster our offerings to meet this growing need, and to help ensure our community-of-learners are prepared with 21st century skills, Udit has recently selected *Atomic Learning* as UD's choice for an online software training resource for faculty, staff, and students.



*Atomic Learning* provides training on over 110 of the most commonly used software applications, such as Microsoft Office. *Atomic Learning* breaks down each application into manageable tasks and explains each task with step-by-step visual instructions in one- to three-minute tutorials. You can view a tutorial when you have a quick question about a program you're using, or you can view a series of tutorials and master an entire application.

Faculty will be especially excited to know that they can embed Web addresses (URL's) to specific tutorials on their course Web pages – so students can easily view a tutorial that is necessary for the class. Follow this link to find more information about embedding the tutorials: [http://movies.atomiclearning.com/highed/linking\\_tips](http://movies.atomiclearning.com/highed/linking_tips)

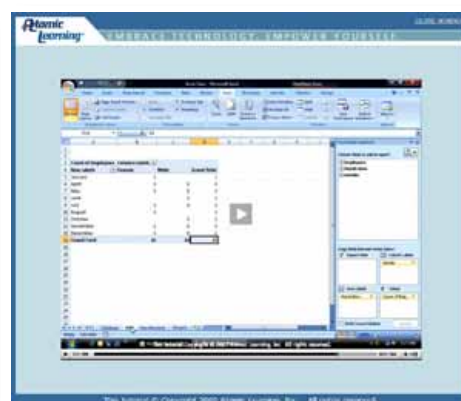
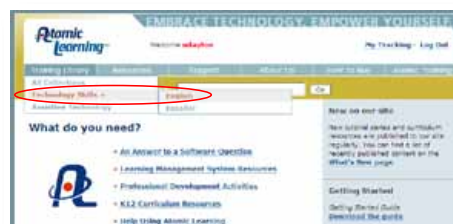
Here are some facts about *Atomic Learning*:

- Over 30,000 tutorials on more than 110 software applications
- Over 11,000 Macintosh platform tutorials
- Workshops on topics such as blogging, podcasting, newsletter design, presentation and more
- Over 500 new tutorials added to the site every 45 days
- Self-assessment tools
- Hundreds of Spanish language tutorials
- Closed captioning on thousands of tutorials

To begin using *Atomic Learning*, please follow these easy steps:

1. Email the IT Training Lab ([training@notes.udayton.edu](mailto:training@notes.udayton.edu)) and ask for a user name and password for Atomic Learning.
2. Go to <http://www.AtomicLearning.com/highed>
3. Log in with the provided username and password.
4. To learn how to use the system:
  - a. Click on the Training/Support tab.
  - b. Download the Getting Started Guide, or watch the Getting Started: Overview tutorial.
5. To browse for a training topic:
  - a. Click on the Training Library tab (see graphics at right).
  - b. Click on menu choices Technology Skills and your preferred language.
  - c. Then browse or search the topic of interest.

Please take advantage of this powerful resource, whether you use *Atomic Learning* for professional development, in the classroom or even for your own personal growth. Start benefitting from *Atomic Learning* today! ■



## What's With the Name Atomic Learning?

The word "atomic" helps describe the small granular nature of the training materials. You can easily dive-in to watch one small tutorial you may need, instead of having to wade through entire online courses. *Atomic Learning* is perfect for busy people looking for quick answers.

# Annual Bro. Joseph W. Stander Symposium

## Celebrating Academic Excellence

Tuesday, April 13 & Wednesday, April 14, 2010

Now in its 21st year, the Stander Symposium is the University of Dayton's annual showcase of individual and collaborative undergraduate and graduate research, creative endeavors, and distinctive academic achievements. Honoring the late Bro. Joseph W. Stander, S.M., Professor of Mathematics and Provost (1974–1989), the Stander Symposium stands as an ongoing tribute to him and all who carry on the Marianist tradition of education through community.

This University-wide celebration is an alternate day of learning where regularly scheduled undergraduate course meetings are not held. Instead of learning from behind a desk, students are learning to be the expert, presenting their knowledge and skills in a public forum.

The efforts of students, faculty, and staff are critical to making this event successful year after year. Every unit of the university is invited to participate and create opportunities for students and faculty to share collaborative, connected learning and scholarship. We are looking for students to:

- Present posters
- Offer oral presentations
- Host a series of conference-style panel sessions
- Lead conversations
- Perform or display a piece of art
- Learn outside the classroom!

Additional information on the Stander Symposium can be found on the web at <http://stander.udayton.edu>. Check the website for updates on Stander events and registration.



Photograph by University Communications

### Highlights from the 2009 Stander Symposium:

- Nearly 900 students presented research all over UD's campus for a total of 302 posters and 115 presentations, activities, and exhibitions during the day of the Stander with support and collaboration from over 150 faculty members.
- The 2010 Issues Forum on Campus Energy Use brought 600 students, staff, and faculty together to discuss UD's campus energy policy.
- For the first time the Celebration of the Arts performance was held at the Schuster Center for Performing Arts. Nearly 1,000 were in attendance to enjoy a 90-minute showcase of some of the University's finest instrumental, vocal, and dramatic talent. More than 180 student performers of varying majors participated.
- Department of Visual Arts hosted the Celebration of the Arts: Closing Exhibition and Reception in conjunction with the annual Horvath Exhibition awards.

brother  
Joseph W. Stander  
symposium

To learn more about the Stander Symposium  
and the schedule of events,  
visit our website: <http://stander.udayton.edu>

Still have questions?

Contact [stander@notes.udayton.edu](mailto:stander@notes.udayton.edu).

## 2010 Symposium:

Web Registration for Project Submissions Begins November 2009

Celebration of the Arts: Opening Performance:

Tuesday, March 16, 2010 | Schuster Center

Blake Mycoskie's Keynote Address:

Tuesday, April 13, 2010 at 7:00 PM | Kennedy Union Ballroom

Wednesday, April 14, 2010 is an alternate day of learning; standard undergraduate classroom-style classes will not be held.



Photograph by Lauren Tomasella, Class of '09

## Blake Mycoskie, Founder TOMS Shoes, 2010 Stander Symposium Keynote Speaker

Tuesday, April 13, 2010, 7:00 PM, KU Ballroom



Blake Mycoskie is the Founder and Chief Shoe Giver of TOMS Shoes, Inc. TOMS' simple promise to give a pair of new shoes to children in need around the world with every pair sold is revolutionizing the way consumers shop. The One for One business model has encouraged conscientious consumers to purchase and give more than 140,000 pairs of new shoes to children in need in just three years. By the end of 2009, TOMS will give an additional 500,000 pairs of new shoes to children in need all around the world, including at home in the US. The One for One business model is redefining social entrepreneurship for a new generation.

Can the purchasing power of individuals be used to foster the greater good? Can an entrepreneur succeed financially and make the world a better place? The amazing success of TOMS Shoes proves that the answer to both of these questions is a resounding "Yes!"

Embodying the entrepreneurial spirit of a new generation, Mycoskie has created five businesses since college. In the Bill Gates Time magazine article, "How to Fix Capitalism," TOMS is cited and Mycoskie caught the attention of AT&T, who has featured him in a major national ad campaign for the last several months. Among many engagements, Blake has spoken at the TED Conference, the Aspen Ideas Festival, and the Clinton Global Initiative University. ■

The LTC Newsletter is published by the Ryan C. Harris Learning Teaching Center in the fall and spring 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](mailto:LTC@notes.udayton.edu).

Designer - Adrienne Niess



### Try Any Grande Specialty Drink

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Ryan C. Harris Learning Teaching Center  
Ground Floor - Roesch Library  
+1302

## Reservations in the LTC

The LTC's innovative architecture is designed to encourage discovery, learning, reflection, and conversation. With seminar and meeting spaces, a classroom, a cozy fireplace, and several conversation areas, the LTC is simultaneously a functional meeting space and an experimental, impromptu gathering place.

The LTC spaces are available for reservation during our normal operating hours (some restrictions apply). Space is available to non-LTC residents based on the same dates that Kennedy Union uses for scheduling. Spring 2010 requests begin November 1.

Contact 229.4898 or use the reservation link at <http://LTC.udayton.edu> to schedule your events.

## Join a Community of Faculty Committed to Improve Teaching and Learning

### 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 next spring will be distributed early in the fall semester. If you have any questions, contact the LTC ([LTC@notes.udayton.edu](mailto:LTC@notes.udayton.edu) or 229.4898) or Molly Schaller ([Molly.Schaller@notes.udayton.edu](mailto:Molly.Schaller@notes.udayton.edu) or 229.3677).

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

