

Fall 8-1-2013

LTC Newsletter

University of Dayton. Ryan C. Harris Learning Teaching Center

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LTC NEWSLETTER

FALL 2013 UNIVERSITY OF DAYTON



Ryan G. Harris
LEARNING TEACHING CENTER

CALENDAR
OF EVENTS
PAGE 12

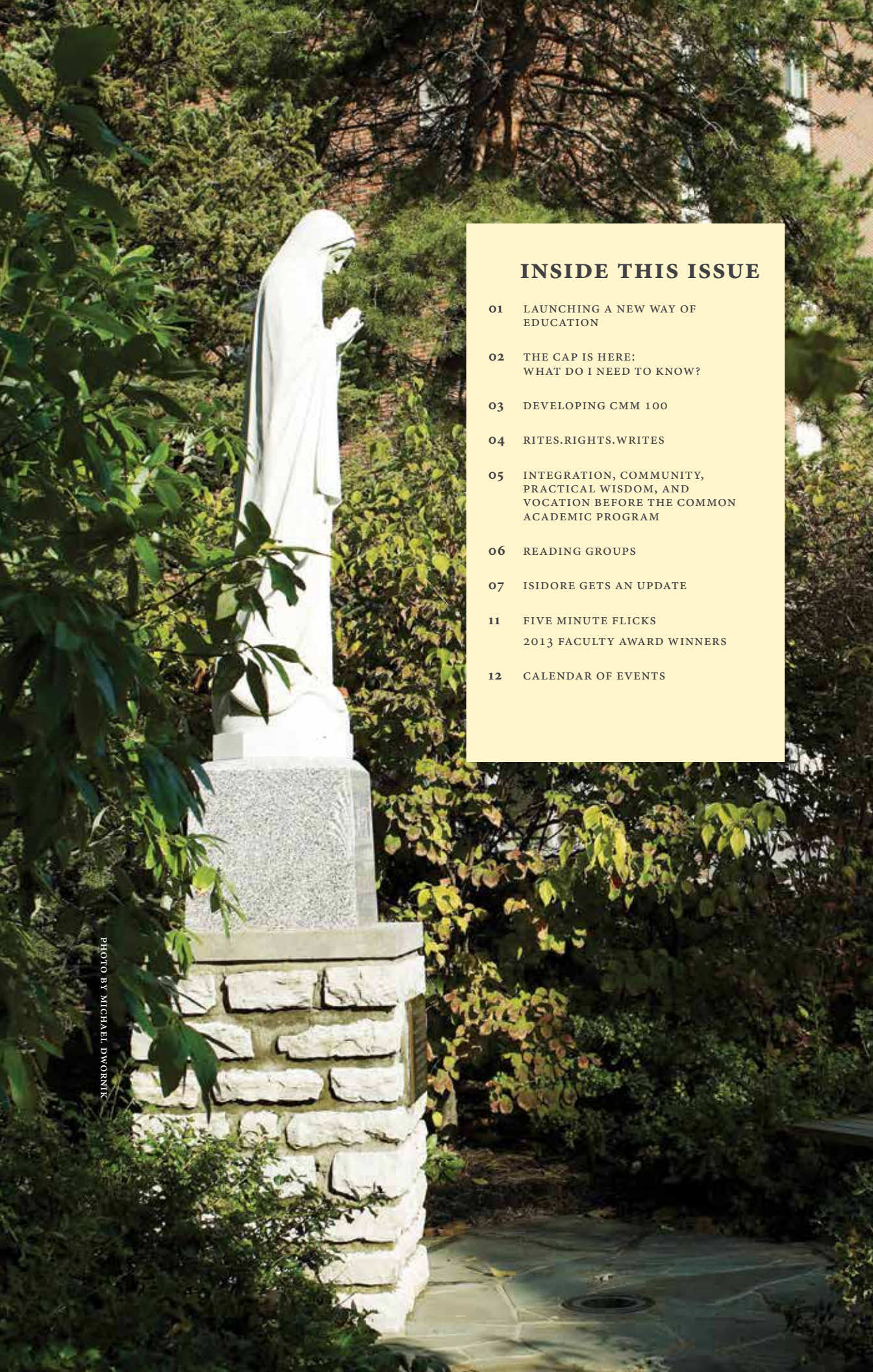


PHOTO BY MICHAEL DWORNIK

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LAUNCHING A NEW WAY OF EDUCATION

BY: SAWYER HUNLEY AND NITA TEETERS

This fall, UD is ushering in the university-wide, transformational learning initiative: the Common Academic Program (CAP). CAP reinvents “General Education” to ensure that all students achieve seven university-wide learning outcomes as they complete their majors, take a range of cross-disciplinary courses, engage in co-curricular activities, and complete a capstone experience. The CAP envisions a holistic student education based on the foundational principles of our University, including community, social justice, civic service, and an informed, humane response to changing times. The University has made great progress piloting many new courses and documenting courses of study that will enable students to integrate their degree requirements, their co-curricular activities and the Student Learning Outcomes.

The Humanities Commons introductory courses and the 3-semester hour

Communication course have already been approved by the Common Academic Program Committee and are available for first-year undergraduate students. No matter what their major, all students will also complete 12 semester hours of “Crossing Boundaries” courses. These four required cross-disciplinary courses (entitled “Inquiry,” “Integrative,” “Practical Ethical Action,” and “Faith Traditions”) play a central role in the revised curriculum, helping students contextualize and integrate course material within and outside their major.

According to the new CAP curriculum, a degree from the University of Dayton will ensure that students have completed a multi-year course of study designed to include developmentally sequenced, integrated classes and experiences centered

SEE *Launching* PAGE 8



PHOTO BY CHRISTINE BATES

THE CAP IS HERE: WHAT DO I NEED TO KNOW AS A FACULTY MEMBER AND/OR ADVISOR?

BY: SAWYER HUNLEY AND NITA TEETERS

Since the CAP is now here, some faculty members may have questions about how it relates to them and their advising. Below are some points that may answer some questions about what you need to know as a faculty member and/or advisor.

Students who enter UD during Fall 2013 will be the first to be required to complete the Common Academic Program. Students who have entered prior to this term, however, will continue to complete the General Education requirements. Continuing students must satisfy the General Education requirements that were in place at the time of their initial enrollment at UD (including General Education courses, domains of knowledge, and thematic clusters).

Both General Education and thematic clusters will be phased out as the current students complete their undergraduate degree requirements. As continuing students consider which courses to take, they will have an increased selection of options as a result of newly created CAP courses

that may fulfill the CAP as well as the General Education course and thematic cluster requirements.

New students' registration decisions for fall 2013 courses were made online via Porches during the summer prior to arriving on campus. The selection was guided and approved by Deans' offices in the students' choices of major and, when appropriate, a Learning Living Community. All incoming students were registered for Humanities Commons courses that have been approved for the CAP. All incoming first year students are required to take 12 semester hours in the Humanities Commons courses. These courses include English, History, Philosophy, and Religious Studies. Students are also encouraged to take CMM 100: Principles of Oral Communication in their first year (see article on page 3). During the transition from General Education to

SEE *The CAP Is Here* PAGE 8



DEVELOPING CMM 100

BY: JOE VALENZANO

PHOTO BY BY ANNA WOLF



The Department of Communication is set to deliver a full complement of sections of the new CMM 100 this Fall term as part of the first phase of transitioning to the Common Academic Program. Principles of Oral Communication (CMM 100) focuses on the understanding and application of oral communication principles, dialogue, and civility. These principles are applied to situations in which students will explain complex ideas, advocate a position and engage in civil dialogue with others who might not agree. The new communication course is required to be taken by first year students entering in Fall 2013; however, the communication modules will continue to be completed by students who entered UP prior to Fall 2013.

The faculty in the Department of Communication spent a significant amount of time and energy developing CMM 100 over the past two years. They interviewed faculty from different departments about the communication needs of their students, piloted over 30 sections in three semesters and used information

gathered from the assessment of effectiveness and student responses to guide decisions. The first step in creating the course was to determine the materials the course would use to achieve its unique goals. With no other course like it in the country there were no textbooks, resources, or models from which to draw upon to create CMM 100. Instead, the department provided the four Student Learning Outcomes (SLO's) to all publishers who expressed an interest in the course and asked them to show how their materials might best achieve the course outcomes. This helped generate ideas, as well as set the tone of partnership between the department and the publishers. It was an exciting and collaborative exploratory process in course development. Ultimately, the first round of pilots consisted of three courses that tested material from five different publishers and seven books.

The data gathered from students

RITES.RIGHTS.WRITES A THEMED CURRICULUM FOSTERING INTERDISCIPLINARY CONNECTIONS

BY RICHARD CHENOWETH, GRAUL CHAIR IN ARTS AND LANGUAGES



PHOTO BY ANDY SNOW

During the 2013–14 academic year, many departments and programs across campus will be experimenting with an innovative themed curriculum: **Rites.Rights.Writes**.

Rites.Rights.Writes is based on the belief that cultures create Rites (traditions and behaviors), which develop into Rights (expectations of behaviors and fundamental rules), which are communicated through Writes (words, sounds and images) and is designated around several key questions:

1. How does the creation of rites, rights and writes make us human, and how is our culture of rites, rights and writes influenced by performing, visual and communicative arts?

2. Can we collaboratively develop an immersive experience that will illuminate these questions and engage our campus community in diverse perspectives, reflection and growth?

Rites.Rights.Writes is inspired by the 100th anniversary of the first performance of Igor Stravinsky's masterpiece *Rite of Spring*. Stravinsky's work profoundly influenced the development of music, theater, and ballet and continues to have a transformational effect on audiences. It demonstrates how society is a reflection of both its cultural rites and human rights and serves as a powerful example of

how the arts create new ideas and provoke meaningful dialogue. Rites.Rights.Writes believes the arts serve as an energizing catalyst for reflection and change by providing new perspectives on the human experience.

Rites.Rights.Writes provides UD students the opportunity to attend the Dayton Philharmonic Orchestra's performance of the *Rite of Spring* at the Schuster Center, attend a film festival, participate in activities related to the fall conference "The Social Practices of Human Rights," and engage in classes, seminars, symposia, concerts and exhibitions held on the UD campus throughout the year. As part of the curriculum, students and faculty will explore the subject of human rights through this series of thematically-linked activities. A list of the curriculum's participants and supporters along with a schedule of events is available at go.udayton.edu/rww/.

The Humanities Commons (HC) has adopted Rites.Rights.Writes as its curricular theme for the 2013–14 academic year. After first year students are introduced to Rites.Rights.Writes at the Student Convocation, they will discuss it and related

INTEGRATION, COMMUNITY, PRACTICAL WISDOM AND VOCATION BEFORE THE COMMON ACADEMIC PROGRAM

BY: BETH HARRISON

Brian LaDuca and Jason Pierce have been thinking about integration, community, practical wisdom, and vocation before the Common Academic Program (CAP) begins this fall.

LaDuca, Director of ArtStreet, and Pierce, Chair of the Political Science Department, each took a group of students on a three-day trip during the 2013 spring break. LaDuca's group of 27 ArtStreet residents from many different majors went to Chicago for an exploration of art, theatre, and deep issues related to diversity. Pierce's group of 24 students, primarily Political Science majors, went to Washington, D.C. at about the same time to meet with a variety of UD alumni working in the D.C. area. Their purpose was to learn about the realities of seeking employment in the competitive world of public affairs in the nation's capital.

The trips brought life to what the students have been learning at UD. When LaDuca's students toured the National Museum of Mexican Art, the gender studies and human rights majors' questions

showed that the art they were viewing was giving a new kind of depth to what they had studied in their classes. Pierce's students experienced firsthand the demands of professional behavior—gaining practical wisdom—as they conversed with highly placed alumni and politicians. Both groups felt the power of community as they benefitted from people's willingness to share their own work-related experiences: artists and performers in Chicago, UD alumni in all walks of public affairs in D.C. This is what the CAP outcome of integration is all about.

What have the students brought back with them from these experiences? "An appreciation for the power of art as an integrative force that can bring us together and help us examine important issues," says LaDuca. And that there are many different ways to follow their commitment to public service—their vocation—after college than they had imagined, says Pierce.

SEE *Integration* PAGE 10

PHOTO BY BRIAN LADUCA



FROM *Rites.Rights.Writes* PAGE 4

topics in all of their HC courses: English, history, philosophy, and religious studies. According to Caroline Merithew, First-year Humanities Commons Coordinator, “attending the 100 year anniversary performance of the *Rite of Spring* is a wonderful way to look forward to the beginning of our new Common Academic Program. It will help students draw connections among their Humanities Common courses and examine the central themes of the Common Academic Program from a range of disciplinary perspectives.”

Rites.Rights.Writes offers a unique educational opportunity for the campus community:

- It is a collaborative project that involves multiple academic, administrative and program units in a campus-wide common curricular theme.
- Through diverse offerings, the initiative immerses the university community in the examination of an important topic of social justice - one that reflects the mission of the university.

- It allows creation and highlighting of events that engage student, faculty and the university community through broad perspectives, viewpoints and scholarship.

- The programming reveals the interconnectedness of diverse subjects.

- Events illuminate the works of influential artists and scholars and their creations.

- It draws attention to significant movements in the arts and how they deeply connect with important social aspects of our culture.

- The initiative forces us to confront important social issues through unconventional and unfamiliar activities and events instead of experiencing them via social media.

- It is supported by the UD administration, faculty and academic units.

With its emphasis on student learning and engagement, its multi-disciplinary curriculum, and its encouragement of connections between UD and the city of Dayton, Rites.Rights.Writes will serve as a powerful model for future collaborative campus-wide themed events.

READING GROUPS

MAKE JUST ONE CHANGE:

Teach Students to Ask Their Own Questions

DAN ROTHSTEIN AND LUZ SANTANA

Facilitated by ELIZABETH HARRISON
(LTC, Office of Learning Resources)



DISCUSSION DATES

WEDNESDAYS
10:00 – 11:00 A.M.

LTC MeetingSpace

September 25

October 2, 9, 16, 23, 30

To register, call

937-229-4898

or email

FacDev@udayton.edu

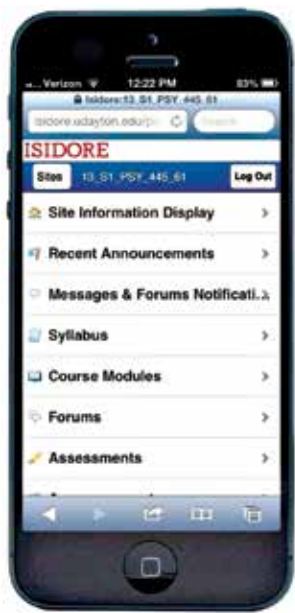
This fall, the book for the Reading Group is *Make Just One Change: Teach Students to Ask Their Own Questions*. The authors of *Make Just One Change* argue that formulating one's own questions is “the single most essential skill for learning”—and one that should be taught to all students.

They also argue that it should be taught in the simplest way possible. Drawing on twenty years of experience, the authors present the “Question Formulation Technique,” a concise and powerful protocol that enables learners to produce their own questions, improve their questions, and strategize how to use them.

Make Just One Change features the voices and experiences of teachers in classrooms across the country to illustrate the use of the Question Formulation Technique across grade levels and subject areas and with different kinds of learners.

ISIDORE GETS AN UPDATE

BY: RYAN ALLEN



In early May 2013, Isidore received a face-lift and feature enhancement. The upgrade resulted in a cleaner, more feature-rich learning environment for all users. In addition to adding new features, the E-Learning Lab performs periodic upgrades to maintain a stable, current, and secure system for our campus.

Isidore is now running the most up-to-date version of the open source Sakai Learning Management platform. Sakai can be found at many universities, including Stanford, Duke, Florida, Yale, Columbia, Michigan, and Indiana.

We are excited to introduce the following new or improved features as part of this refresh:

1. New “Mobile View” for users connecting from their iOS and Android mobile devices

2. Improved “Roster” tool for viewing photo rosters. Instructors will soon be able to see other student information from within this tool such as students’ year, major, and advisor

3. Upgraded “Tests and Quizzes” tool layout and functionality

4. New text editor throughout the system — no more issues when pasting from Word

5. Improved layout and navigation between sites and tools

6. Brand new “Polls” tool that instructors can use to engage their classes

Isidore is currently supporting nearly two thirds of all undergraduate and graduate courses each semester at UD. Use cases range from posting a course syllabus and important class files to administering final exams or delivering a course completely online. All faculty are welcome and encouraged to use Isidore to support their classes.

Please don’t hesitate to contact the E-Learning Lab at elearning@udayton.edu or (937) 229-5039 with any questions or support issues. We’re happy to assist in course planning, system training, and supporting new teaching methods.

ABOUT THE LTC NEWSLETTER

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.

FROM *Launching* PAGE 1

on the University's seven Student Learning Outcomes. To achieve this goal, every major is expected to develop for its students a course of study that includes all of these elements.

Departments that have developed new courses of study include those in the School of Business Administration, School of Engineering, School of Education and Health Sciences (Health and Sport Science and Teacher Education), and the College of Arts and Sciences (Communication, History,

Physics, Political Science, and Psychology). Some departments have developed "vertical" courses of study—highly sequenced pathways students will follow for earning their degrees with some flexibility, while other departments will develop "horizontal" courses of study that allow for more choices in class selection and co-curricular activities.

For more information or inquiries about participation in the CAP Course of Study Project contact Sawyer Hunley, Assistant Provost for the CAP.

FROM *The CAP Is Here* PAGE 2

the CAP, continuing students who have already completed one or more of the General Education Communication modules are required to complete those modules and do not have to take the new CMM 100 course.

For further information about the CAP, consult the CAP website (www.udayton.edu/provost/cap/advise.php), the UD Catalog, DegreeWorks, and Self Service Banner. The UD Catalog is published once a year to provide recommended 4-year plans for completing coursework for each major in combination with the CAP. The Catalog provides a list of all courses, regardless of the semester in which they are offered. DegreeWorks is available to students and advisors and indicates the

courses that fulfill a requirement for CAP and the major. The newly designed search mechanism in DegreeWorks will allow for use of multiple key words to access a list of courses that fulfill the combination of requirements. This is specific to each student, so this mechanism is needed in order to determine if a course satisfies CAP for the students' specific major. Self Service Banner lists the courses that are available for the current semester. Students and advisors should use Self Service Banner and the Degree Audit in DegreeWorks in tandem for course selection. The CAP website provides a variety of up-to-date information with regard to course approval, advising, faculty development and resources.

SAVE THE DATE : ADJUNCT FACULTY WORKSHOP

SATURDAY, OCTOBER 19, 2013

8:30 A.M. – 12:00 P.M.

This fall's Adjunct Faculty Workshop, sponsored by the Faculty Development Committee, will be held on Saturday, October 19. It begins at 8:30 a.m. with a continental breakfast in Kennedy Union with the morning sessions beginning at 9:45 a.m. Details of the sessions are still being finalized, and a letter of invitation and program will be distributed in September.

For more information, please e-mail facdev@udayton.edu or call 937-229-4898.

FROM *Developing CMM* PAGE 3

including achievement on pre- and post-tests, responses to surveys and interviews, and contributions to a Midterm Instructional Diagnosis guided decisions regarding the first standardized pilot round of the course in Fall 2012. The same measures were used during the second round to determine the effectiveness of the decisions made following the first round of the pilots, and more data were collected. Two key determinations made following the second round of pilots were the effectiveness of interteaching at incorporating dialogue and explanation into the course, and the discovery that we needed to refine the dialogue assignment. Interteaching is a pedagogical approach used by all instructors which allows students to facilitate their own learning through dialogue based on their readings in CMM 100.

The third, and final, round of pilots took place in Spring 2013. This round

incorporated a more focused dialogue assignment, and also provided a final term to collect feedback and make changes to student learning expectations. During this term the department created a Basic Course Advisory Board to gather feedback from representatives of units across campus. This group reviewed the course textbook and assignments, and observed classes in CMM 100 to provide some feedback for course development. A review of the feedback and the results of spring assessment guided final adjustments to CMM 100. Workshops for faculty teaching the course will prepare them to fully implement CMM 100 this fall. "This has been an exciting experience, and I look forward to seeing the course continue to develop in the coming years," said Jon Hess, chair of the Department of Communication.

PHOTO BY MICHAEL DWORNIK



FROM *Integration* PAGE 5

They learned that life doesn't end after graduation. That what they're learning in college is about the "real" world, it's not just concepts. That the UD community doesn't exist only on campus, it exists wherever there are UD people.

It's this kind of transformative learning that is described in the seven Student Learning Outcomes that form the basis for the CAP. It can happen on a sponsored trip or a service project or in the classroom, and we've been building an envi-

ronment that encourages transformative learning at UD since before the CAP was conceived. LaDuca and Pierce are not the only ones. What the new CAP provides is a vocabulary (in the form of the learning outcomes) that allows us to speak together about transformative learning and the imperative to make sure that all students have the opportunity to experience it.



PHOTOGRAPH PROVIDED BY SPEAKER'S OFFICE

FACULTY EXCHANGE SERIES (FES)

Introduced in Fall 1998 and sponsored by UD's faculty development committee, FES sessions are facilitated by faculty and staff from our campus community and provide an opportunity for exploration of issues and topics important to UD. The subjects and topics are generated and hosted by faculty and staff through a proposal process. See the calendar section of the newsletter (PAGE 12) for a listing of this term's sessions. For full session descriptions or to register for a session visit the website at www.udayton.edu/ltc/development/faculty_exchange_series.php.

The deadline to submit a FES proposal for Spring 2014 is October 18, 2013. For more information visit <http://ltc.udayton.edu>.

FIVE MINUTE FLICKS

IT Training Available On-Demand

BY: DAVID WRIGHT

Want to learn more about information technology, but are too busy to leave the office?

The IT Training Lab and Media Arcade are offering “Five Minute Flicks” — a series of short streaming videos you can watch from your computer at any time. On average the recordings are about 5 minutes in length, and give you basics on how to “get started” with a variety of new technologies.

We are experimenting to determine if this delivery format is better suited to the increasingly crowded schedules of faculty and staff. Let us know if this approach is helpful and send suggested topics for future videos by emailing the IT Training Lab at training@udayton.edu.

To view the Five Minute Flicks on the following topics, go to training.udayton.edu.

- Overview of Google Apps
- Using Google Drive to Store and Edit Documents in the Cloud
- Creating Social Networks with Google+
- Web Conferencing using Google Hangouts
- Discover How Atomic Learning Can Improve your IT Skills
- Raising your Student IT Competencies with Atomic Learning
- Online Surveys Created with Google Forms
- Get Your Message Out with Twitter
- Mobile Devices: More than Just Texting!
- Transferring Video from your iPhone or Android Device to your PC or Mac
- Capturing your Computer Desktop with Camtasia
- Downloading a Video into PowerPoint

2013 FACULTY AWARD WINNERS

ANNOUNCED

Congratulations to the two Faculty Award recipients, Roger Crum (Department of Visual Arts) for Scholarship and Andrew Murray (Department of Mechanical and Aerospace Engineering) for Teaching. The awards were announced at the May faculty meeting and short videos on each winner were shown. Visit the LTC website at <http://www.udayton.edu/ltc/development/grants/index.php> to see the winner’s videos.



ROGER CRUM



ANDREW MURRAY

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 2014 reservations begin November 1.

Contact 937-229-4898 or use the reservation link at <http://LTC.udayton.edu> to schedule your events.



FALL 2013 : LTC CALENDAR OF EVENTS

AUGUST

27 TUESDAY

*E-Learning: Isidore 101 —
Getting Started with Isidore*
FACILITATED BY: LEAH BERGMAN
12:00–1:00 P.M.
LTC Forum, lunch provided

28 WEDNESDAY

*E-Learning: Teaching Virtually
with Collaborate*
FACILITATED BY: JERRY TIMBROOK
12:00–1:00 P.M.
LTC Forum, lunch provided

29 THURSDAY

*E-Learning: Isidore 201 —
Advanced Uses and Tools*
FACILITATED BY: LEAH BERGMAN
12:00–1:30 P.M.
LTC Forum, lunch provided

SEPTEMBER

4 WEDNESDAY

FES: Analyzing Faculty Publications
HOSTED BY: JACK O'GORMAN
(UNIVERSITY LIBRARIES)
12:00–1:15 P.M.
LTC Forum, lunch provided

5 THURSDAY

*E-Learning: Managing Online
Discussions with the Forums Tool*
FACILITATED BY: JERRY TIMBROOK
2:00–3:00 P.M.
LTC Teamspace

9 MONDAY

*FES: Sexual Violence: Faculty's Role,
Responsibility, and Voice*
HOSTED BY: KRISTEN ALTENAU
(SEXUAL VIOLENCE PREVENTION
EDUCATION COORDINATOR)
12:00–1:15 P.M.
LTC MeetingSpace, lunch provided

10 TUESDAY

*E-Learning: Using the Lessons Tool:
A Dynamic Way to Create Online
Course Modules*
FACILITATED BY: LEAH BERGMAN
12:00–1:00 P.M.
LTC MeetingSpace, lunch provided

16 MONDAY

*E-Learning: Isidore 101 —
Getting Started with Isidore*
FACILITATED BY: LEAH BERGMAN
9:00–10:00 A.M.
LTC Forum

17 TUESDAY

FES: To Serve a Larger Purpose
HOSTED BY: DICK FERGUSON
(FITZ CENTER FOR LEADERSHIP
IN COMMUNITY)
12:00–1:15 P.M.
LTC MeetingSpace, lunch provided

18 WEDNESDAY

*E-Learning: Isidore 201 —
Advanced Uses and Tools*
FACILITATED BY: LEAH BERGMAN
9:00–10:30 A.M.
LTC Forum

18 WEDNESDAY

*FES: Internationalizing a Student's
Educational Experience: A Resource
for Understanding CIP Programs*
HOSTED BY: SANGITA GOSALIA AND
HEATHER SCHIEMAN (CENTER FOR
INTERNATIONAL PROGRAMS)
12:00–1:15 P.M.
LTC Forum, lunch provided

19 THURSDAY

*E-Learning: Creating and Delivering Online
Exams with Isidore*
FACILITATED BY: RYAN ALLEN
10:00–11:00 A.M.
LTC Forum

25 WEDNESDAY

*Reading Group: Make Just One Change:
Teach Students to Ask Their Own Questions*
FACILITATED BY: BETH HARRISON
10:00–11:00 A.M.
LTC MeetingSpace

**REGISTRATION INFORMATION
FOR FES or READING GROUPS:**
Call 937-229-4898 or mail
FacDev@udayton.edu

FOR E-LEARNING: Call 937-229-4898
or visit udayton.edu/ltc/innovation



25 WEDNESDAY
FES: Opportunities for Faculty at the University of Dayton China Institute
HOSTED BY: SCOTT SEGALEWITZ (ENGINEERING TECHNOLOGY) AND PHIL DOEPKER (MECHANICAL & AEROSPACE ENGINEERING)
12:00–1:15 P.M.
LTC Forum, lunch provided

25 WEDNESDAY
E-Learning: E-Learning Update and Idea Exchange
FACILITATED BY: E-LEARNING LAB
3:00–4:00 P.M.
LTC MeetingSpace

OCTOBER

2 WEDNESDAY
Reading Group: Make Just One Change: Teach Students to Ask Their Own Questions
FACILITATED BY: BETH HARRISON
10:00–11:00 A.M.
LTC MeetingSpace

3 THURSDAY
E-Learning: Adding Audio & Video to your Online Course
FACILITATED BY: RYAN ALLEN
3:00–4:00 P.M.
LTC Forum

8 TUESDAY
E-Learning: Getting Acquainted with the Isidore Gradebook Tools
FACILITATED BY: RYAN ALLEN
10:00–11:00 A.M.
LTC MeetingSpace

8 TUESDAY
FES: Unpacking CMM 100: Interteaching, Dialogue and the Development of the New Oral Communication CAP Course
HOSTED BY: JOE VALENZANO (COMMUNICATION) AND SAMUEL WALLACE (COMMUNICATION)
12:00–1:15 P.M.
LTC Forum, lunch provided

9 WEDNESDAY
Reading Group: Make Just One Change: Teach Students to Ask Their Own Questions
FACILITATED BY: BETH HARRISON
10:00–11:00 A.M.
LTC MeetingSpace

15 TUESDAY
E-Learning: Teaching Virtually with Collaborate
FACILITATED BY: JERRY TIMBROOK
10:00–11:30 A.M.
LTC Forum

16 WEDNESDAY
Reading Group: Make Just One Change: Teach Students to Ask Their Own Questions
FACILITATED BY: BETH HARRISON
10:00–11:00 A.M.
LTC MeetingSpace

17 THURSDAY
FES: Inter-teaching: An Inventive Class Structure for Encouraging Student Preparedness
HOSTED BY: JOE VALENZANO (COMMUNICATION) AND SAMUEL WALLACE (COMMUNICATION)
12:00–1:15 P.M.
LTC Forum, lunch provided

21 MONDAY
FES: Here and There: Dayton, London, Nanjing, and Suzhou
HOSTED BY: SEAN WILKINSON (VISUAL ARTS)
12:00–1:15 P.M.
LTC Forum, lunch provided

22 TUESDAY
FES: eCommons@UD — Showcasing the Scholarly and Creative Output of Our Faculty and Making Googling Yourself Much More Satisfying
HOSTED BY: KATHY WEBB (UNIVERSITY LIBRARIES)
12:00–1:15 P.M.
LTC Forum, lunch provided

23 WEDNESDAY
Reading Group: Make Just One Change: Teach Students to Ask Their Own Questions
FACILITATED BY: BETH HARRISON
10:00–11:00 A.M.
LTC MeetingSpace

23 WEDNESDAY
E-Learning: Boosting Student Engagement with Clickers
FACILITATED BY: JERRY TIMBROOK
12:00–1:00 P.M.
LTC Forum, lunch provided



28 MONDAY
FES: How to Retain the Rights to your Scholarship: Adjusting Author Contracts and Funding Options for Open Access Publishing
HOSTED BY: KATHY WEBB
(UNIVERSITY LIBRARIES)
12:00–1:15 P.M.
LTC Forum, lunch provided

29 TUESDAY
E-Learning: Isidore 101 — Getting Started with Isidore
FACILITATED BY: LEAH BERGMAN
9:00–10:00 A.M.
LTC Forum

30 WEDNESDAY
Reading Group: Make Just One Change: Teach Students to Ask Their Own Questions
FACILITATED BY: BETH HARRISON
10:00–11:00 A.M.
LTC MeetingSpace

30 WEDNESDAY
FES: Lessons from Externships: Developing Professional Skills through Real Experience
HOSTED BY:
DENISE PLATFOOT LACEY (LAW)
12:00–1:15 P.M.
LTC Forum, lunch provided

30 WEDNESDAY
E-Learning: Managing Online Discussions with the Forums Tool
FACILITATED BY: JERRY TIMBROOK
12:00–1:00 P.M.
LTC MeetingSpace, lunch provided

31 THURSDAY
E-Learning: Isidore 201 — Advanced Uses and Tools
FACILITATED BY: LEAH BERGMAN
9:00–10:30 A.M.
LTC Forum

NOVEMBER

4 MONDAY
E-Learning: Creating and Delivering Online Exams with Isidore
FACILITATED BY: RYAN ALLEN
12:00–1:00 P.M.
LTC Teamspace, lunch provided

13 WEDNESDAY
E-Learning: Isidore 101 — Getting Started with Isidore
FACILITATED BY: LEAH BERGMAN
2:00–3:00 P.M.
LTC Teamspace

15 FRIDAY
E-Learning: Isidore 201 — Advanced Uses and Tools
FACILITATED BY: LEAH BERGMAN
2:00–3:30 P.M.
LTC Teamspace

20 WEDNESDAY
E-Learning: Using the Lessons Tool: A Dynamic Way to Create Online Course Modules
FACILITATED BY: LEAH BERGMAN
2:00–3:00 P.M.
LTC MeetingSpace

22 FRIDAY
E-Learning: Getting Acquainted with the Isidore Gradebook Tools
FACILITATED BY: RYAN ALLEN
3:00–4:00 P.M.
LTC MeetingSpace

26 TUESDAY
E-Learning: E-Learning Update and Idea Exchange
FACILITATED BY: E-LEARNING LAB
12:00–1:00 P.M.
LTC Forum, lunch provided



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