

Spring 1-1-2013

LTC Newsletter

University of Dayton. Ryan C. Harris Learning Teaching Center

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Recommended Citation

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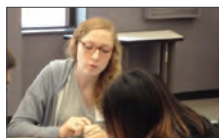
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LTC NEWSLETTER

SPRING 2013 UNIVERSITY OF DAYTON



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PLACE GROWS
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CALENDAR
OF EVENTS
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PHOTO BY LARRY BURGESS

THE COMMON ACADEMIC PROGRAM IS SET TO BEGIN IN FALL 2013

Because of the hard work of all involved, including implementing structural changes, working on course development and collaborative communication, the Common Academic Program (CAP) is set to be implemented in Fall of 2013. The CAP infrastructure is expected to continually evolve and improve over time. Several brief updates appear here, and, as always, be sure to check http://www.udayton.edu/provost/cap/news_monthly/index.php for regular updates.

COURSE AND PROGRAM APPROVAL UNDERWAY

The CAP Competencies Committee (CAPCC) has approved a program and set of courses from the College of Arts and Sciences. Incoming first year students will take the newly approved Humanities Commons courses during the 2013–2014 school year.

CourseLeaf, a new electronic system for submitting courses for approval through the new Banner system, will be available soon. This system will reduce paper flow and improve information flow about these new courses.

CROSSING BOUNDARIES GRANTS YIELD PILOTS

From January 2011 to December 2012, three requests for proposals were sent out for Crossing Boundaries Grants to be awarded by the CAP Leadership Committee (CAPL). The CAPL awarded sixty-seven grants and fifty-five course pilots will be/are being developed. Twenty-nine of those pilots will be offered in Spring 2013.

TRANSITION PLAN DEVELOPED FOR CAP

To aid in the transition to CAP, Associate Deans from all undergraduate units have collaborated to create a transition plan. The plan, which is flexible to accommodate both current and new students, includes courses that bridge the period where CAP will gradually replace the general education program. As a part of this flexibility, some courses will be “daylighted” to temporarily fulfill both the CAP and general education require-

ments. Later, at a predetermined point in time, these courses will “sunset” and no longer fulfill the CAP requirements. During the transition period, faculty who deliver these courses can decide whether or not to apply for full CAP approval.

COURSE OF STUDY PROJECT LAUNCHED

Representatives from Health and Sports Science, Communication, and Industrial and Systems Engineering will comprise the first cohort to participate in the “Course of Study Project.” The purpose of this project is for faculty participants to “engineer”/identify/ imagine pathways for students to travel through curricular (and co-curricular) requirements in order to fulfill requirements for a degree, including CAP, unit, major, and other requirements. Using this lens will allow faculty the opportunity to identify ideal course offerings, and imagine what would be valuable future offerings in order to prepare students for careers in their field in the 21st century. After participating in this mapping process, participants will consider changes in advising, curriculum, or descriptions of courses. The teams will generate ideas to fill any CAP-related gaps in the major by forging new partnerships, creating new courses, or asking for assistance from other departments.

CAP ASSESSMENT PLANS BEING DEVELOPED

The University Assessment Committee (UAC) is evaluating and revising the university-wide assessment plan in accordance with our transition to CAP. In addition, University Assessment Committee members will work with a UD Higher Learning Commission (HLC) team to address student learning assessment procedures. The assessment revisions are intended to reduce duplication of efforts by meeting common goals for both the university and the HLC. Both committees want to ensure that students demonstrate knowledge and skill for the UD student learning outcomes.

LTC WRITE PLACE GROWS

BY CHRISTINA KLIMO (LTC / Write Place Coordinator)

With the start of a new calendar year, the Write Place looks forward to providing writing support to UD students. New positions in the writing center offer an improved experience for student clients. This year, 10 English Department Graduate Teaching Assistants joined the Write Place team, complimenting the 22 undergraduate consultants. The Graduate team brought a new level of expertise as 5 of these students have experience teaching composition. Additionally, two Chinese Language Facilitators offer specialized support to clients. Also, clients arriving at the Write Place, are now greeted by a Customer Service Assistant to ensure they are partnered with a writing consultant as quickly as possible. The hope is all these various writing center roles will help to ensure clients have a welcoming and rich experience when using this LTC academic service.

FALL 2012 "TRAFFIC"

Yet again, this past semester has been the busiest semester in Write Place history! The Write Place hosted 1,586 individual writing support sessions. This is up by 14.2% from last fall. And, when looking at the traffic numbers, 742 students were repeat customers, using Write Places services two or more times. The Write Place is encouraged by these increased numbers, observing that students appreciate the feedback of writing consultants and find value in sharing their ideas about a writing assignment with a peer.

DIGITAL DROP-OFF

The Write Place offers an electronic support option for students called Digital Drop-Off (DDO). DDO was once available via the web, but now students simply email their papers as an attachment to the Write Place mailbox at writeplace@udayton.edu. Students should include the prompt for the assignment.



PHOTO BY MATTHEW LESTER

2013 SPRING HOURS OF OPERATION :

Write Place will open for business for the Spring 2013 semester on Monday, January 21.

Write Place is a free service available to all UD students. Students can drop-in to the Write Place without making an appointment.

Drop-in hours are Monday through Thursday from 10:00 a.m. to 8:00 P.M., Friday from 10:00 A.M. to 1:00 P.M., and Sunday from 4:00 to 8:00 P.M.

Students are also invited to contact the Write Place Coordinator to schedule an appointment.

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



Students may use the DDO service as often as they like. Consultants will offer comments on content, organization and grammar. Students can expect a response to their paper within 48 hours.

FACULTY SUPPORT

While the Write Place is a student service, its Mission of service extends to all on campus. Faculty are encouraged to schedule a classroom visit from a Write Place consultant to explain the benefits of a writing consultation session. These visits generally last just about 5–10 minutes and help to clarify ques-

tions and concerns that some students may have about the service. A syllabus statement is available for faculty to use, succinctly identifying the Write Place mission, office hours and location. This statement is available on the web at: <http://www.udayton.edu/ltc/writeplace/faculty.php>.

FOR MORE INFORMATION

If you would like more information about the Write Place or to schedule a classroom visit, please contact Christina Klimo, Write Place Coordinator, cklimo1@udayton.edu or 937-229-2068.

**THE WRITE
PLACE TEAM**



**ELL STUDENTS
WORKING IN THE
WRITE PLACE**

RESEARCH FELLOWS

The latest cohort of Research Fellows, a bi-annual program that supports the research of tenure-track faculty, drew to a close during the fall term. The eleven faculty members representing departments across the curriculum at UD met throughout the spring term to discuss issues such as research methods, the writing process, support for research on campus, sustainable research agendas, and funding opportunities. Using grant-in-aid funds provided by the Office of the Vice President for Research and the Ryan C. Harris Learning Teaching Center, the Fellows spent the summer working on research projects. During the fall term, the Fellows heard from speakers who discussed best practices concerning conference presentations and publication and completed timetables to see their projects through to completion.

ASPIRE

Eleven recently tenured faculty from across the curriculum are half way through the inaugural offering of the ASPIRE program: Associate Professor Inquiry, Reflection, and Exploration. These faculty meet every three weeks for a year to discuss the future direction of their teaching, research, and service; to explore leadership opportunities; to identify strategies for balancing family and work; and to define the nature of their future academic careers. Every session involves readings, reflective writing activities, and lively discussion.

INSIDE THE STUDIO

Inside the Studio continues to draw enthusiastic participants. This past semester, Bob Brecha from physics offered a session on sustainability and John McCombe from English lead an exploration of Bob Dylan's music. Inside the Studio offers unique faculty development opportunities. Presenters "teach" a class in their area of study with the attending faculty acting as "students." Those attending not only have the opportunity to observe one of their peers in action as a teacher but also experience that faculty member's pedagogy from the students' perspective. They also learn something about the topic the faculty member addresses that day. Faculty evaluations of the program remain excellent with participants praising the quality of the presentations and the opportunity to discuss teaching with colleagues from across the disciplines. Next semester's presenters include Diane Sullivan on February 12, 2013 and Carissa Krane on March 5, 2013. Sessions take place in the LTC Studio from 12:00 – 1:15 P.M. with lunch provided. Watch for registration opportunities this term.

**TRY ANY GRANDE
SPECIALTY DRINK ONLY \$2.75**

Redeemable at **THE BLEND** (In the LTC, Ground Floor of Roesch Library)
or **THE BLEND EXPRESS** (Miriam Hall)



OFFER EXPIRES 05.04.13

TEACHING A GLOBAL STUDENT COMMUNITY

BY CAMERON FULLAM (University Communications)

There's a new initiative to help you develop inclusive classrooms and workspaces that welcome and promote learning and productivity for students from all around the globe.

Teaching a Global Student Community (TAGS) provides information and workshops on teaching in multicultural and linguistically diverse classrooms, including best practices for teaching and responding to non-native English speakers.

This summer, Sheila Hassell Hughes (chair, department of English) and Lisa Varandani (coordinator for TESOL initiatives, SOEAP) co-chaired a planning team assembled by Associate Provost Deb Bickford that developed the TAGS program and website.

Lisa Varandani can help connect you with the resources you need to teach and work with our increasingly international campus. She began coordinating a series of faculty workshops this summer,

adding more in the fall semester. Faculty learn tips such as using multiple modes of input (verbal, written and visual aids), varying assessments and not relying heavily on cultural references and metaphors.

More information on this initiative, as well as tips and resources for working with international students is available online at the Teaching a Global Student Community (TAGS) website, <http://www.udayton.edu/ltc/development/tags>.

With more than 1,400 international students from 40 different countries and many different cultures reflected in the faculty, the University of Dayton is a rich cultural, ethnic and linguistic diverse community. As part of our Catholic, Marianist mission, we are committed to making that community a place where all are welcome and can learn and grow.

PHOTO BY MATTHEW LESTER



2013 STANDER SYMPOSIUM

On April 17, 2013, the University of Dayton will sponsor the Brother Joseph W. Stander Symposium to recognize and celebrate academic excellence in undergraduate and graduate education. Named in honor of former Provost Joseph Stander, S.M., this annual event provides an opportunity for students from all disciplines to showcase their intellectual and artistic accomplishments. The Stander Symposium represents the Marianist tradition of education through community and is the principal campus-wide event in which faculty and students actualize our mission to be a “community of learners.”

As an alternate day of learning, the Stander Symposium recognizes teaching and learning outside of the traditional classroom. For the Symposium, the typical class schedule is replaced with poster sessions, performances, exhibits, capstone course work, and oral presentations at venues throughout campus.

Faculty and students are encouraged to submit proposals for presentations at the Symposium. Proposals can include visual arts displays, performances, research presentations, panel sessions, discussions, course culmination presentations, or any format that helps display student scholarship or creative endeavor. Through participation in the Stander Symposium you give students the opportunity to: **PRESENT PROJECTS** from their research or coursework in a public setting; **HIGHLIGHT THE WORK** of individuals or groups of students within your discipline; **USE PROFESSIONAL** formats for presenting creative efforts or scholarship; **SPEND THE DAY** engaged in an alternative learning environment.

The deadline to submit proposals is Friday, March 8, 2013. Alternative presentation formats should be submitted to the Stander Coordinator, Andrea Wade (awade1@udayton.edu), no later than March 8.

We ask you to encourage your students to present their outstanding work at the Stander Symposium. We know you have excellent projects housed in your department and the Stander Symposium will give you the opportunity to display these efforts on an interdisciplinary and highly visible stage.

Also consider how you can incorporate Symposium opportunities and activities into the courses you teach and encourage your students to participate. There are multiple opportunities for students to support their peers, explore other disciplines, and learn something new. Tips and ideas on engaging students in Stander, online registration and the schedule of events can be found on our website <http://stander.udayton.edu>.

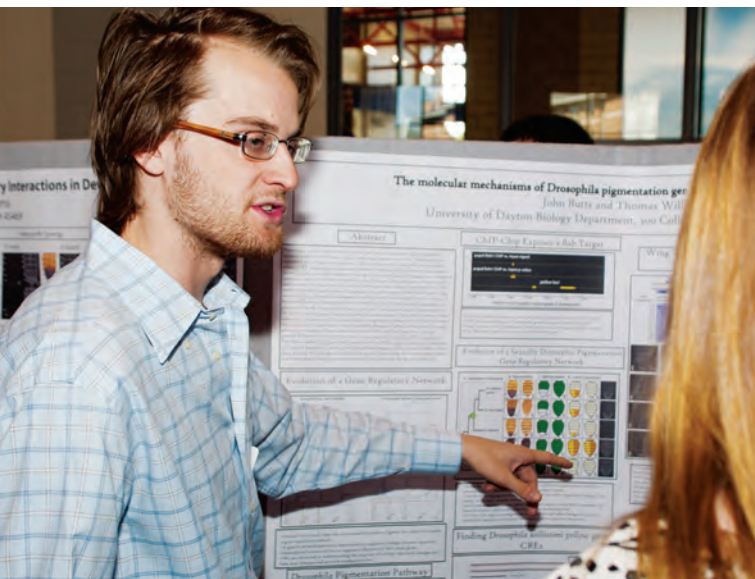


PHOTO BY MICKEY SHUEY

FINAL ROUND OF COMMON ACADEMIC PROGRAM CROSSING BOUNDARIES GRANT RECIPIENTS

The third and final round of Crossing Boundaries Grants has concluded with nineteen proposals approved by the CAP Leadership Committee. A \$2,500 course development award will be presented to each of the associated faculty to support them in devoting expertise, time, energy, and imagination to developing and piloting courses. Pilot courses were awarded on the basis of their alignment with the Crossing Boundaries requirements and responses to the criteria and questions in the proposal form. Preference was given to proposals that clearly define Student Learning Outcomes and methods for assessment for continuous improvement.

The following are the third-round grant recipients:

MESSAY KEBEDE : Philosophy
Culture, Modernization, and Multiple Modernities

LAURA VILLA : Languages
Sociopolitical History of Spanish
(This course will be taught in Spanish)

RAMON LUZARRAGA :
Religious Studies
Inculturation is Liberation: Catholic Faith and Practice in the Global South

BRAD J. KALLENBERG :
Religious Studies
By Design: Theological Ethics and Engineering

AILI BRESNAHAN AND DARRELL ANDERSON : Philosophy, Theatre
Philosophy & Theatre/Dance: Performing Human Identity.
20 character title: Phl/Thr/Dnc: Hum Id

JEANNE PHILLIP : Visual Arts
20th Century Activist Art History

ANTHONY SMITH : Religious Studies
Neorealism, Modernity, Religion

LINDA DUNLEVY :
Communication /Theatre
Theatre and Transformation

JOHN WHITE : Teacher Education
Historical Thinking and Historical Literacy

CORINNE DAPRANO AND LESLIE PICCA :
Health & Sport Science / Sociology
Sport and Bodies

DANIEL CHEUNG : Philosophy
Business Ethics: Practical Wisdom in the Business World

DANIELLE POE : Philosophy
Peace and Justice

FRANCIS SCHANBERGER : Visual Arts
Creative Problem Solving: Visualizing Change Through Performance and Visual Art

GLENNA JENNINGS : Visual Arts
Art and Social Practice

JOHN CLARKE : Visual Arts
Design | Science | Synthesis

SUKI KWON : Visual Arts
Art and Culture in Film: Gender in Mind

TIM LANGENDERFER : Visual Arts
Anatomy, An Introduction to Drawing for Pre-Med Majors

ANTHONY TALBOTT : Political Science
Model United Nations

MARGARET PINNELL :
Mechanical and Aerospace Engineering
Engineering Innovation and the Human Condition

THE SALON

WHAT IS THE SALON? In the Fall 2012, by popular request, the Salon was launched as a forum for faculty interdisciplinary discovery and dialogue featuring enlightened discussion in a relaxing atmosphere... while enjoying Marianist hospitality, including spirits and hors d'oeuvres. Get away from the stresses of the week and re-ignite your curiosity about other disciplines and their link to yours by attending one of the monthly sessions planned for this spring. As in the Fall, each Salon will be held on a **Friday afternoon from 3:00 P.M. to 5:00 P.M.** at a conducive, "walk-to" campus location. Don't miss one of the unique benefits of working on a college campus—the opportunity to learn about something from a resident expert, and then launch into dialogue and discussion.

Visit <http://www.udayton.edu/provost/cap/Salon.php> for more information.

FEBRUARY 8:
ROBERT BRECHA ON
"THE CHALLENGES OF A RAPIDLY
CHANGING CLIMATE."
KENNEDY UNION 222

Brecha (Department of Physics and Renewable and Clean Energy Program) serves as the UD Sustainability, Energy and the Environment initiative coordinator. Brecha will present the outlines of a proposal that aims to distribute rights to the global atmospheric commons equally among all of earth's citizens, based on the premise that emissions of CO₂ by one person are spread around the globe and have an impact lasting for centuries.

MARCH 22: SUSAN SALIBA ON
"CURRENT RESEARCH EFFORTS IN THE
AREA OF NONSTRUCTURAL MATERIALS"
LTC STUDIO

Susan Saliba, from UDRI in the division of Nonstructural Materials, manages over 60 research staff with an annual budget exceeding \$10M focused on conducting research efforts for industry and government dealing with various non-structural materials, including coatings, fluids, lubricants, sealants, elastomers, adhesives, and thermal materials. The division is also responsible for research efforts in the areas of materials degradation, corrosion, and biomaterials. Saliba serves as Director of the NEST Laboratory (Nanoscale Engineering Science & Technology Laboratory) and has extensive experience in developing solutions for nonstructural materials in aerospace applications; the fabrication, evaluation, and failure analysis of composite materials; the evaluation and failure analysis of elastomeric materials and the development; and testing of specialty materials.

APRIL 26:
JOSHUA AMBROSIOUS ON
"GOD AND GLOBALISM:
ANTITHETICAL OR SYNONYMOUS?"
LTC FORUM

Building on Marilyn Fisher's September inaugural Salon and the discussion on globalization, Ambrosius (Political Science) will discuss whether deep religious faith should make one more or less supportive of globalization and the social trends that accompany it. He will ask the question, if God is the ultimate global good, then why is religion often so divisive, localizing, and tribalistic? Ambrosius' work emphasizes urban and regional governance, housing policy, and religion and politics.

SERIES ON STRATEGIES FOR SUPPORTING STUDENT SUCCESS AND PERSISTENCE

This semester, we will continue the series, sponsored by the Student Success and Persistence Team, focusing on perspectives, issues, and best practices aimed at student persistence. Keep an eye out for email invitations to two sessions: **Student Engagement as a Strategy for Success: A Faculty Panel** and **Intervention as a Strategy for Success**. Dates, times, and panelists will be provided with the email invitations.

WHAT'S ON DECK FOR OLR

RYAN C. HARRIS LEARNING TEACHING CENTER'S Office of Learning Resources (OLR)

The Office of Learning Resource plans to offer course-based learning support for the following courses in SP13. For more information or to download the schedule, visit go.udayton.edu/learning.

Schedules are finalized early each semester and posted to the OLR web site. Bi-lingual Tutors (Arabic, Chinese, French, and Spanish) are available during hours listed on our website.

SUPPLEMENTAL INSTRUCTION (SI)

The opportunity to participate in SI is open to all students in selected sections of the courses listed below. SI helps students more when they participate consistently than if they just drop in once or twice, so many instructors ask students to commit to regular attendance by signing up. Visit the OLR website for the full schedule at go.udayton.edu/learning.

BIO 151 (01), 152 (all sections)

CHM 123 (all sections), 124 (all sections)

CMM 202 (01)

MTH 128 (02), 129 (02,04,05,06,07)

169 (01,04,05,06), 207 (05), MTH 207 (05)

PHY 202 (all sections)

WALK-IN TUTORING

Free Walk-In Tutoring is available for many general education classes Monday through Thursday 6:00 P.M. – 9:00 P.M. Students who attend Walk-In Tutoring work with a Tutor individually or in small groups.

MARIANIST HALL LEARNING SPACE (2ND FLOOR)

ACCOUNTING 207, 208

BIOLOGY 101, 151, 152

CHEMISTRY 123, 124, 313, 314

ECONOMICS 203, 204

MATH 114, 128, 129, 148, 149,

168, 169, 207, 218, 219

PHYSICS 201, 202, 206, 207

HUMANITIES (1ST FLOOR)

HISTORY 103

PHILOSOPHY 103

PSYCHOLOGY 101

SOCIOLOGY 101

WRITE PLACE CONSULTING

Tutoring is available by appointment for language classes in Arabic, Chinese, French, German, and Spanish.

Visit the OLR website for the full schedule at go.udayton.edu/learning.

PHOTO BY MATTHEW LESTER



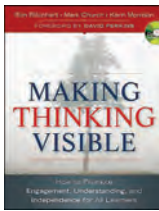
RESERVATIONS IN THE LTC

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. Fall 2013 reservations begin April 1.

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

READING GROUPS



MAKING THINKING VISIBLE:

How to Promote Engagement, Understanding, and Independence for All Learners BY RON RITCHHART, MARK CHURCH, and KARIN MORRISON.

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

Visible Thinking is a research-based approach to teaching thinking, begun at Harvard's Project Zero, that develops students' thinking dispositions, while at the same time deepening their understanding of the topics they study. Rather than a set of fixed lessons, Visible Thinking is a varied collection of practices, including thinking routines, small sets of questions or a short sequence of steps as well as the documentation of student thinking. Using this process thinking becomes visible as the students' different viewpoints are expressed, documented, discussed and reflected upon. This approach:

- 1) Helps direct student thinking and structure classroom discussion;
- 2) Can be applied with students at all grade levels and in all content areas;
- 3) Includes easy-to-implement classroom strategies.

Ron Ritchhart, Ed.D. is a senior researcher at Project Zero, Harvard Graduate School of Education. Mark Church is the Learning, Assessment, and Instructional Resource Supervisor for the Traverse City Area Public Schools in Michigan. Karin Morrison is director of The Development Centre at Independent Schools Victoria, Australia and instructor for the WIDE World online course, Making Thinking Visible, at Harvard.

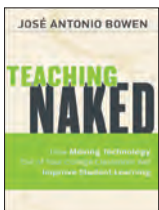
DISCUSSION DATES

WEDNESDAYS
10:00–11:15 A.M.

- 1.23 LTC Team Space
- 2.6 LTC Forum
- 2.20 LTC Forum
- 3.6 LTC Team Space
- 3.20 LTC Forum
- 4.3 LTC Team Space

To register, call
937-229-3309
or email

lbutter1@udayton.edu



TEACHING NAKED:

How Moving Technology Out of Your College Classroom Will Improve Student Learning by JOSÉ ANTONIO BOWEN

Facilitated by CORRINE DAPRANO
(Health and Sport Science)

Higher education is changing as a result of new technologies that are changing our interaction with knowledge, altering the meaning of social proximity, and increasing expectations of customization. Technology, however, is still most powerfully used outside the classroom as a way to increase “naked,” non-technological interaction with students in the classroom. This book provides practical advice for faculty and administrators on how to engage students with mobile and web technologies, and then restructure class meetings into active learning environments where students will have a reason to attend. The aim is to connect recent research (that students learn more from podcasts than lectures or textbooks) to practical questions (how to make a better podcast) with the larger administrative challenges (what will happen when all of the best lectures are available as free podcasts?) The lesson from the transformations of other intellectual property industries is that technology will change our packaging, but reveal that our core product is still learning. *Teaching Naked* is a strategy for using new technologies to keep our courses, curriculum and campuses focused on more analysis of content and more contextualized learning.

José Antonio Bowen is Dean of the Meadows School of the Arts, and Algur H. Meadows Chair and Professor of Music, at Southern Methodist University.

DISCUSSION DATES

MONDAYS
1:15–2:30 P.M.

- 2.11 LTC Forum
- 2.25 LTC Forum
- 3.11 LTC Forum
- 3.25 LTC Forum

To register, call
937-229-3309
or email

lbutter1@udayton.edu

CAP CO-CURRICULAR TASK FORCE LINKS EXPERIENCES AND LEARNING

The newly formed CAP Co-curricular Task Force began its important work in November. The purpose of the task force is to actively connect co-curricular experiences to the seven university Student Learning Outcomes (SLOs) adopted via the Common Academic Program. The task force consists of members from Art Street, Campus Ministry, Career Services, Center for International Programs, University Honors Program, the Libraries, Student Development and the LTC's Office of Learning Resources.

The guiding values, articulated in the mission for the common academic program, state: *Students educated in the Catholic and Marianist traditions at the University of Dayton pursue rigorous academic inquiry, in a sacramental spirit, and engage in vigorous dialogue, learning in, through, and for community. Guided by the purpose of transforming society for the ends of justice, peace, and the common good, the University's academic program challenges students to excellence in their majors, cultivates practical wisdom in light of the particular needs of the twenty-*

first century, and fosters reflection upon their individual vocations (Habits of Inquiry and Reflection, p. 9).

Because the Senate-approved Common Academic Program proposal directly impacts the curricular offerings and major design, but does not direct efforts that are not specifically linked to the curriculum, the Task Force was formed. This will address the fact that there is not currently a process to direct co-curricular offerings needed to support the learning outcomes now adopted.

Molly Schaller, Chair of Counselor Education and Human Services, is convening the task force until a chair is selected. Dr. Schaller states, "In the end, our goal is to provide a rich college experience for all of our students, both inside and outside of the classroom. The information we provide to the majors and to advisors should ultimately help students be purposeful in designing their college experience."

The task force will continue its work through the coming semester.

MOBILE APPLICATIONS AND LEARNING

Apps for mobile devices are some of the newest technologies available for learners. OLR has created a collection of applications on a variety of learning topics and created a website full of recommendations and information. In many cases, you can try a "free" version before making a financial commitment to an app.

Check out the list on our website:

http://www.udayton.edu/ltc/learningresources/disability/mobile_technology.php.



UD C.A.R.E. TEAM

BY EDEL JESSE (Student Development)

The University of Dayton's C.A.R.E. (Campus Awareness, Response and Evaluation) team is responsible for providing response, prevention, services and diffusion in regard to students of concern and campus threats. The C.A.R.E. team members consists of faculty and staff from critical areas of the campus community and is chaired by the Dean of Students. C.A.R.E. does not replace counseling, academic advising, student success, public safety but rather provides a bridge to the services and tracking across services when appropriate.

If an immediate threat exists, such as self-harm or violence to a student or to the community, call Public Safety at **937-229-2121**. If you believe a student is in need of immediate psychological help, call the Counseling Center for a consultation or to report the incident call **937-229-3141**.

For behaviors that are of concern, either because they are out of character or continue even after being addressed, consider a referral to the C.A.R.E. team may be the next step.

WHAT DOES C.A.R.E. DO?

C.A.R.E. team members identify, assess and analyze potential and actual threats to students and the campus community. First, team members gather available information relating to the student of concern from various resources. Second, team members determine the most appropriate course of action. Members of the C.A.R.E. team will determine effective strategies to address the concern and identify campus members who will enact those strategies.

The team will maintain communication with appropriate offices and individuals. Examples of issues that fall under the purview of the C.A.R.E. team include but are not limited to:

- . Suicide
- . Eating disorder
- . Cutting
- . Serious injury or illness
- . Death of a student
- . A missing student
- . Immediate danger or harm
- . Sexual assault
- . Worrisome or unusual behavior
- . Disruption in the classroom
- . Threats, stalking and intimidation
- . Hate crimes

HOW TO IMPROVE YOUR COURSES WITH STUDENT FEEDBACK

SIGN UP FOR THE MIDTERM INSTRUCTIONAL DIAGNOSIS. Need some insight into your students' thoughts about your class 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 MID provides the feedback to instructors on what is working in a class and what needs to improve. Students have praised the process because it communicates faculty interest in their learning. The process is voluntary, confidential and formative. The deadline to submit a MID request for the spring semester is Friday, February 15, 2013.

We also invite faculty who have had MID's performed in their own classes to step forward to help facilitate MID's for other faculty. We have a simple set of instructions which explains the entire process. The bottom line is that facilitating the MID is as powerful a learning experience as having the MID for your own course. It is not a large time commitment, but offers a powerful opportunity to improve your own teaching vicariously through hearing students talk about learning. Let us know if you would like to join the list of MID facilitators.

If you have any questions, please contact Lora Butcher at lbutcher1@udayton.edu or call 937-229-3309. More information on the MID and a request form can be found at: <http://LTC.udayton.edu>.

WHAT CAN BE REPORTED TO THE C.A.R.E. TEAM?

- . Erratic student behavior in the classroom or observed in the campus community
- . Extended absence from class or extracurricular activities by a student who is generally engaged
- . Written work or creative expression with troubling themes or references
- . Oral or written threats made by a student toward another student, or a member of the faculty or staff
- . Written or oral expressions of suicidal ideation or intent
- . Other actions which cause an alarm or call into question the safety of the student or others.

WHAT HAPPENS NEXT?

Depending on the nature of the concern there are a number of ways the team might intervene. One way might be to contact the student and offer support or assistance through various community resources. Each case is custom designed to meet the needs of the individual and community.

If you are concerned about a personal interaction you have had with a student or an observation you have made pertaining to behavior, please call the Dean of Students at 937-229-1212.

For more information about C.A.R.E. visit www.udayton.edu/studev/dean/care/ or call: 937-229-1212.

E-LEARNING SEMINARS

These sessions 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. Contact the E-Learning Lab directly (elarning@udayton.edu or 937-229-5039) if you'd like training in an area where no sessions are offered or if you're unable to attend the dates or times posted. See the calendar section of the newsletter (PAGE 22) 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/innovation.

DIGITAL STORYTELLING WITH THE MEDIA ARCADE

BY JOHN LECOMTE (LTC/UDit, Media Arcade)



Even chipmunks can't stop faculty from utilizing the Media Arcade! Whether it's a faculty-assigned project, or a video on child literacy, faculty from various disciplines continue to seek out help from the staff of the Media Arcade, in the space adjacent to the LTC Rotunda.

During the U.S. presidential election in fall 2012, faculty member Daniel Birdsong informed his Political Science classes they needed to create a "get-out-and-vote" video in addition to the thirty second campaign ads they had been creating. In the Department of English, Kara Getrost, Peggy Strain, and Lori Phillips-Young all assigned "digital storytelling" video projects.

Digital Storytelling allows a project to come alive with multimedia elements such as video, pictures, narration, graphics and music. Topics varied from human trafficking to prison overcrowding.

Students in sections of ENG 100 and 200 that are part of the Building Communities for Social Justice (BCSJ) Learning-Living Community assembled several Public Service Announcement videos as part of their capstone project.

According to Getrost, BCSJ students researched a social justice issue relat-

ed to childhood literacy, then student teams collaborated on creating a video designed to convey a clear message on this complex social issue.

"Students discover how to apply the same compositional, rhetorical, and argumentative strategies that we have been learning all semester about writing to a new visual medium," she said.

Using their own cell phones to film interviews, capturing and recording clips of their favorite films and songs, and mixing them to produce a final product, students were able to draw from the wealth of their own personal experiences as well as academic and scholarly resources to complete the project.

In the Department of Teacher Education, Kerry Coovert also assigned a digital storytelling project so her seniors could showcase what teaching techniques they applied in their classrooms. Seniors who visited the Media Arcade expressed surprise at how much they were learning.

"The hardest part was that I had no clue what I was doing at the beginning," said Sarah Mulkie, senior Teacher Education major. "But once completed it put a really cool spin on the content I was

OLR SEMINARS AND TRAINING

PLANNING A COURSE OR TRAINING? OLR staff are available to consultant with campus partners on course and training design. If learning is your goal, our staff can help you develop sessions based on active and inclusive learning design. To arrange a consultation, call **937-229-2066**.

DO YOU HIRE AND TRAIN LEARNING FACILITATORS IN YOUR DEPARTMENT? Each semester, OLR offers an intensive training opportunity for undergraduate and graduate students serving as learning facilitators such as peer mentors, teaching assistants, and tutors. Topics covered at these trainings include FERPA, sexual harassment, working with student athletes, conflict and safety, Bloom's taxonomy, learning and the brain, communication, intercultural competency, and inclusive learning design.

This spring, the training will take place on Saturday, January 19 from 9:00A.M.-12:30P.M. Interested in sending your learning facilitators to this training? Contact OLR at **937-229-2066**.

NEED HELP IN COLLECTING ATTENDANCE DATA AT SPECIAL SESSIONS, EVENTS, OR TRAININGS? OLR uses a web-based program to collect basic statistical information and analysis using an ID card swipe system. Contact OLR at **937-229-2066** to see if this program would be an option for you department.

teaching. I also could tell that using digital storytelling in my classroom would make the material memorable for my students in the field.”

Marguerite Wallace, faculty member in the Department of Psychology, uses camcorders to help her students develop interviewing skills during their clinical interviewing class, which are then uploaded into Isidore so students can review, critically evaluate their performance and make subsequent improvements.

“During the last taping I had one room that accelerated the tape, making the recording sound-like chipmunks,”

said Wallace. “I now have a much better method of taping in my class thanks to the arcade, and it has cut my work-load dramatically.”

The interviews are now recorded with handheld camcorders and transferred to a computer after the session. So now you know... if you have problems with chipmunks in your recordings, contact the Media Arcade.

Include the Media Arcade early in your planning process if you would like to adopt digital media projects with your students by contacting John LeComte at 937-229-2676 or jlecomte1@udayton.edu.



STUDENTS WORKING IN THE MEDIA ARCADE

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 22) 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 Fall 2013 is Friday, March 15, 2013. For more information visit <http://ltc.udayton.edu>.

HOW TO CREATE ACCESSIBLE DOCUMENTS

by BETH HARRISON (LTC / Office of Learning Resources, Director)

and BECKY SKIPPER (LTC / Office of Learning Resources, Assistive Technology Specialist)

GUIDELINES FOR CREATING PRINT DOCUMENTS

Perhaps the most important element that affects the readability of a print document is the amount of content you put in the space available to you. The solution is to think very carefully about how to get your message across in a clear and direct manner that does not say more than is needed.

CONTENT

- Consider the purpose of your document carefully. What information needs to be in this document, and what information can your audience get more effectively somewhere else? Include information on where to go to learn more.
- With your purpose in mind, consider your audience. Marketing research today suggests that “short and sweet” remains an effective approach.

FONT AND READABILITY

- Aim for a font size of 10–12 points. If your content does not fit the space at that size or is uncomfortably crowded, follow the suggestions above to shorten it.
- Use no more than one or two fonts—one for body, one for emphasis.
- Avoid overly decorative or elaborate fonts. Arial, Book Antiqua, Comic Sans MS, Courier, Georgia, Tahoma, Times New Roman, Trebuchet MS, and Verdana are fonts that are readable and available on many computers.
- Highlight information by bolding, underlining, or drawing a box around what is most important (in addition to color if you wish to use it). This will ensure that colorblind readers understand what’s most important.
- Keep text in a color that is in high contrast to the background.

LAYOUT AND READABILITY

- Keep a high contrast between text and background. Black-on-white provides the highest contrast, and in general dark-on-light is a good way to go. Light text on a dark background, such as white or yellow on black or another dark color can also work well and is actually easier for many people to read. For more informa-

tion on contrast, search for Making Text Legible on the Lighthouse International web site (www.lighthouse.org).

- Improve the readability of your document by grouping related parts of the content close together and leave plenty of white space to “frame” the different parts of your text. White space helps your readers make sense of what they’re seeing.
- Using bulleted or numbered lists to present related ideas also helps readability.

CREATING ELECTRONIC DOCUMENTS IN MICROSOFT WORD

Electronic content is an essential part of most courses at UD today, and individuals with disabilities use an assortment of assistive technologies and devices to access electronic course materials, including screen readers and text to speech applications. These technologies both present text content and convey information regarding the structural nature of the document. The way electronic course materials are produced affects students’ ability to access them in a timely manner, so if you will take a few minutes to learn how to make your materials more accessible, students with different abilities will be able to access your course materials more easily. The following suggestions will ensure that your content is usable across various platforms and technologies.

SUPPORT CONTENT NAVIGATION

- Use Microsoft Word’s built-in Styles options to tag headings and paragraphs by accessing the Styles group under the Home Ribbon. This adds structure cues that will assist students in navigating long documents.
- Create a Table of Contents to facilitate document navigation. The Table of Contents is created based on the Styles tags used in your document. Select the References tab, Table of Contents group, and Table of Contents.

DOCUMENT LAYOUT

- Create bulleted or numbered lists to emphasize key points using the Bullets button under the Home tab. You can

select the type of bullets you want to use. When you're finished the list, select the Bullets button again and select None to return to typing paragraphs.

- Avoid using text boxes since they are not accessible to individuals using screen reading applications.

FONTS AND SPACING

- Refer to the guidelines for creating print documents section above for suggestions related to accessible font and spacing choices.

ALTERNATIVE TEXT AND CAPTIONS

- Label hyperlinks with the title of the content or a text description of the content. Because visually impaired readers may "skim" through the links on a page looking for one particular link, it does not work to label links "Click here" because that is all they will hear, and that tells them nothing. <http://accessibility.umn.edu/ms-powerpoint.html> also tells them nothing. Ideally you should hyperlink both the description of the content and the link (which will include the link when printed): Visit University of Minnesota's PowerPoint Accessibility Page at <http://accessibility.umn.edu/ms-powerpoint.html>.
- Provide alternative text (alt text) descriptions for all images. Text to speech applications and screen readers will not recognize a picture of an object or a scanned image, but these applications can read a text description that you add. If you have a university logo in your document, for example, add an alternative text description of the logo in msWord by right clicking the image, selecting Format Picture, and the Alt Text Pane. Type a description of the image in the Description Field ("UD logo" would be fine). For more information, consult Adding Alternate Text to Images at <http://etc.usf.edu/techease/4all/web-accessibility/adding-alternate-text-to-images-in-microsoft-word-2010/#html>. Add alt text for all images in your documents.
- Captions can be used when describing graphs or charts. Screen readers and text to speech software cannot read graphs

or charts because they are images, but these applications can read captions because they are text. Add captions using the Captions button on the References ribbon.

COLUMNS AND TABLES

- Create tables using Microsoft Word's Insert Table option.
- Make sure that each page contains a Header row at the top and ensure that rows do not break across pages within the table through the Table Properties dialog box. Select the Repeat Header Row at the Top of Each Page and uncheck Allow Row to Break across Each Page.
- Create columns using Microsoft Word's Column options under Page Layout.

PDF DOCUMENTS

- If you create a document in Microsoft Word using the suggestions above and then save it in pdf format, your pdf document *will* be accessible when you put it on the web.
- If you scan a document (such as a chapter from a book) in pdf format and put it on the web, it *will not* be accessible to screen reading and text to speech software. This is because pdf files are images and have no text for the software to read.
- If you scan a document (such as a chapter from a book) using Optical Character Recognition (OCR) software, it will become a text document that can be tagged for structural elements. You can then save it to the web as a pdf document and it will be accessible. For more detailed information, see the article PDF from the Ground Up! at <http://www.karlencommunications.com/handouts.html>.

OFFICE ACCESSIBILITY CHECKER AND ADDITIONAL RESOURCES

- In Office 2010, use the Accessibility Wizard to check your document.
- For more information please consult California Polytechnic State University San Luis Obispo's Best Practices for Creating Accessible Microsoft Office Documents at http://www.accessibility.calpoly.edu/instmaterials/document_creation/best_practices.html.

CHECK OUT THE CAP WEBSITE FREQUENTLY FOR THE LATEST INFORMATION

As the transition to the Common Academic Program (CAP) in Fall 2013 approaches, the CAP Website will continue to be updated with new and relevant information, such as:

NEW INFORMATION ON ADVISING

A new Advising page has been added which will provide faculty and administrators with CAP course offerings. Available now is the Spring 2013 Advising Resource, designed to provide equivalent general education and cluster information for Crossing Boundaries Pilot courses so that faculty may encourage students to enroll. Additionally, a video is available highlighting the new CMM 100 Principles of Oral Communication course, which CAP will require all incoming freshmen to take beginning in Fall 2013.

THE SALON

Our CAP Faculty Development page includes a link to *The Salon* events, past and future, including video footage of past events. These videos could serve as

useful development resources—check them out!

CAP COURSE REVIEW GUIDELINES

The Faculty Resources page now has a link to the CAP Course Review Guidelines. The CAP & Competencies Committee (CAPCC) has developed this resource as a summary of the CAP components created by the CAP Senate. These guidelines are a reference tool for the CAPCC and may be used as part of the CAPCC review process for the approval of courses. We are sharing this resource as a tool for those faculty developing CAP courses. Please note that this resource is an evolving, working document and will be updated from time to time so be sure to check for the latest revision before using it to evaluate your developing courses. Also on this page, anyone looking for CAP documentation may now find the CAP Document Reference Binder. This resource contains official CAP documents, lists and committee reports.

SAVE THE DATE : ADJUNCT FACULTY WORKSHOP

SATURDAY, FEBRUARY 16, 2013

8:30 A.M. – 12:00 P.M.

This spring's Adjunct Faculty Workshop, sponsored by the Faculty Development Committee, will be held on Saturday, February 16. 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 January.

For more information, please contact Lora Butcher, Faculty Development Coordinator, at lbutcher1@udayton.edu or 937-229-3309.



599 students were eligible for academic accommodations based on disability



282 students requested accommodations of some kind



80 students requested **380** textbooks in alternative formats

COURSES OFFERED THROUGH OLR

2 graduate student instructors and **1** OLR staff member facilitated **3** sections of DEV 055 Academic Renewal Course & Coaching for **22** students

2 OLR staff members taught **3** sections of UDI 175 The Art & Science of Learning to **32** students with **3** undergraduate preceptors

1,150 Total number of tests administered by OLR in FALL 2012

787 Regular tests administered with accommodations throughout the semester

363 Final exams administered during finals week

191 Total number of individual students who took tests administered in OLR

180 Individual students who took regular tests with OLR in FALL 2012

150 Individual students who took final exams with OLR in FALL 2012

WALK-IN TUTORING

71 tutors worked with **664** client students in **2,213** tutoring sessions for **91** different courses

Top 3 courses by number of sessions: MTH 128, ACC 207, CHM 123

SUPPLEMENTAL INSTRUCTION

27 Leaders facilitated SI for **34** sections of courses in **8** departments **732** individual students participated in SI in FALL 2012 **5** undergraduate and graduate mentors assisted OLR staff with professional development and supervision of leaders

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.

SPRING 2013 : LTC CALENDAR OF EVENTS

JANUARY

22 TUESDAY : CIEL
Isidore 101 : Getting Started with Isidore
 FACILITATED BY LEAH BERGMAN
12:00–1:00 P.M.
 LTC Forum, lunch provided
 TO REGISTER, CALL 937-229-3309
 OR VISIT udayton.edu/ltc/innovation

23 WEDNESDAY : FAC
Reading Group: Making Thinking Visible
 FACILITATED BY BETH HARRISON
10:00–11:15 A.M.
 LTC Team Space

24 THURSDAY : CIEL
Isidore 201 – Advanced Uses and Tools
 FACILITATED BY LEAH BERGMAN
2:00–3:30 P.M.
 LTC Forum
 TO REGISTER, CALL 937-229-3309 OR
 VISIT udayton.edu/ltc/innovation

25 FRIDAY : FAC
*CARMA Webinar:
 Growth Mixture Modeling*
 DR. MO WANG, UNIVERSITY OF FLORIDA
12:00 – 1:30 P.M.
 LTC Team Space, lunch provided
 TO REGISTER, CALL 937-229-3309
 OR lbutter1@udayton.edu

29 TUESDAY : CIEL
Teaching Virtually with Collaborate
 FACILITATED BY JERRY TIMBROOK
12:00–1:30 P.M.
 LTC Forum, lunch provided
 TO REGISTER, CALL 937-229-3309
 OR VISIT udayton.edu/ltc/innovation

30 WEDNESDAY : FAC
*FES: Sexual Violence: How Do I Talk to
 My Students About This?*
 HOSTED BY KRISTEN ALTENAU
 (SEXUAL VIOLENCE PREVENTION
 EDUCATION COORDINATOR)
12:00–1:15 P.M.
 LTC Forum, lunch provided
 TO REGISTER, CALL 937-229-3309
 OR EMAIL lbutter1@udayton.edu

FEBRUARY

05 TUESDAY : CIEL
*Getting Acquainted with the Isidore
 Gradebook tools*
 FACILITATED BY LEAH BERGMAN
12:00–1:00 P.M.
 LTC Meeting Space, lunch provided
 TO REGISTER, CALL 937-229-3309
 OR VISIT udayton.edu/ltc/innovation

05 TUESDAY : FAC
*FES: Braille Eye for the Sighted Guy:
 Using Technology to Make Your
 Course Accessible*
 HOSTED BY TOBY RUSH (MUSIC)
12:00–1:15 P.M.
 LTC Forum, lunch provided
 TO REGISTER, CALL 937-229-3309
 OR EMAIL lbutter1@udayton.edu

06 WEDNESDAY : FAC
Reading Group: Making Thinking Visible
 Facilitated by Beth Harrison
10:00–11:15 A.M.
 LTC Forum

11 MONDAY : FAC
Reading Group: Teaching Naked
 Facilitated by Corinne Daprano
1:15–2:30 P.M.
 LTC Forum

11 MONDAY : CIEL
E-Learning Update and Idea Exchange
 FACILITATED BY RYAN ALLEN,
 DAVID BAUER, LEAH BERGMAN,
 PAUL DAGNALL AND JERRY TIMBROOK
3:00–4:00 P.M.
 LTC Meeting Space
 TO REGISTER, CALL 937-229-3309
 OR VISIT udayton.edu/ltc/innovation

14 THURSDAY : CIEL
*Creating and Delivering Online Exams with
 Isidore*
 FACILITATED BY RYAN ALLEN
12:00–1:00 P.M.
 LTC Team Space, lunch provided
 TO REGISTER, CALL 937-229-3309
 OR VISIT udayton.edu/ltc/innovation

16 SATURDAY : FAC
Adjunct Faculty Workshop
8:30 A.M.–12:00 P.M.
 Kennedy Union
 FOR MORE INFORMATION, 937-229-3309
 OR lbutter1@udayton.edu

18 MONDAY : FAC
*FES: CAP Social Science Course:
 Strategies for Teaching an
 Interdisciplinary Course*
 HOSTED BY LESLIE PICCA (CAP SOCIAL
 SCIENCE COORDINATOR) AND PANEL
12:00–1:15 P.M.
 LTC Forum, lunch provided
 TO REGISTER, CALL 937-229-3309
 OR EMAIL lbutter1@udayton.edu

18 MONDAY : CIEL
Isidore 101 : Getting Started with Isidore
 FACILITATED BY LEAH BERGMAN
3:00–4:00 P.M.
 LTC Team Space
 TO REGISTER, CALL 937-229-3309

AREA SPONSORING:

| | |
|-------------|---|
| AALI | ACADEMIC AFFAIRS AND LEARNING INITIATIVES |
| CIEL | CURRICULUM INNOVATION AND E-LEARNING |
| FAC | FACULTY AND LEADERSHIP DEVELOPMENT |
| OLR | OFFICE OF LEARNING RESOURCES |
| WRNM | WRITING, RESEARCH AND NEW MEDIA |



20 WEDNESDAY : FAC

Reading Group : Making Thinking Visible
FACILITATED BY BETH HARRISON
10:00–11:15 A.M.
LTC Forum

20 WEDNESDAY : CIEL

Isidore 201 : Advanced Uses and Tools
FACILITATED BY LEAH BERGMAN
12:00–1:30 P.M.
LTC Forum, lunch provided
TO REGISTER, CALL 937-229-3309
OR VISIT udayton.edu/ltc/innovation

21 THURSDAY : CIEL

Collecting and Grading Assignments Online with Isidore
FACILITATED BY LEAH BERGMAN
2:00–3:00 P.M.
LTC Forum
TO REGISTER, CALL 937-229-3309
OR VISIT udayton.edu/ltc/innovation

22 FRIDAY : FAC

CARMA Webinar: Moderated Mediation
Dr. Jose Cortina,
George Mason University
12:00– 1:30 P.M.
LTC Studio, lunch provided
TO REGISTER, CALL 937-229-3309
OR lbutcher1@udayton.edu

22 FRIDAY : FAC

CARMA Webinar: More Urban Legends
Dr. Robert Vanderberg,
University of Georgia
1:30–3:30 P.M.
LTC Team Space
TO REGISTER, CALL 937-229-3309
OR EMAIL lbutcher1@udayton.edu

25 MONDAY : FAC

Reading Group: Teaching Naked
Facilited by Corinne Daprano
1:15–2:30 P.M.
LTC Forum

26 TUESDAY : FAC

FES: Student Evaluation of Teaching: Process and Progress of New Instrument
HOSTED BY LINDA HARTLEY (MUSIC),
JONATHANHESS (COMMUNICATION),
KURT JACKSON (HEALTH AND SPORT SCIENCE),
STEPHEN WILHOIT (ENGLISH/LTC),
AND JESSE GREWAL (STUDENT)
12:00–1:15 P.M.
LTC Forum, lunch provided
TO REGISTER, CALL 937-229-3309
OR EMAIL lbutcher1@udayton.edu

27 WEDNESDAY : FAC

FES: Employment and the Class of 2013
Hosted by Jason Eckert (Director of Career Services)
12:00–1:15 P.M.
LTC Forum, lunch provided
TO REGISTER, CALL 937-229-3309
OR EMAIL lbutcher1@udayton.edu

27 WEDNESDAY : CIEL

Managing Online Discussions with the Forums Tool
FACILITATED BY JERRY TIMBROOK
2:00–3:00 P.M.
LTC Forum
TO REGISTER, CALL 937-229-3309
OR VISIT udayton.edu/ltc/innovation

MARCH

04 MONDAY : FAC

FES: Alcohol's Impact on Academic Performance: Opportunities for Change
HOSTED BY CLARE DEVER (ASSISTANT DEAN OF STUDENTS, DIRECTOR OF COMMUNITY WELLNESS SERVICES) AND HELEN STUBBS (VICE PRESIDENT FOR HIGHER EDUCATION, EVERFI, INC.)
12:00–1:15 P.M.
LTC Forum, lunch provided
TO REGISTER, CALL 937-229-3309
OR EMAIL lbutcher1@udayton.edu

06 WEDNESDAY : FAC

Reading Group: Making Thinking Visible
Facilitated by Beth Harrison
10:00–11:15 A.M.
LTC Team Space

08 FRIDAY : CIEL

Getting Acquainted with the Isidore Gradebook tools
FACILITATED BY LEAH BERGMAN
3:00–4:00 P.M.
LTC Team Space
TO REGISTER, CALL 937-229-3309
OR VISIT udayton.edu/ltc/innovation

11 MONDAY : CIEL

Boosting Student Engagement with Clickers
FACILITATED BY JERRY TIMBROOK
12:00–1:00 P.M.
LTC Team Space, lunch provided

11 MONDAY : FAC

Reading Group: Teaching Naked
FACILITATED BY CORINNE DAPRANO
1:15–2:30 P.M.
LTC Forum

14 THURSDAY : CIEL

Adding Audio and Video to your Online Course
FACILITATED BY RYAN ALLEN
3:00–4:00 P.M.
LTC Forum

TO REGISTER, CALL 937-229-3309
OR VISIT udayton.edu/ltc/innovation

20 WEDNESDAY : FAC

Reading Group: Making Thinking Visible
FACILITATED BY BETH HARRISON
10:00–11:15 A.M.
LTC Forum



20 WEDNESDAY : FAC

FES: Unpacking CMM 100: Interteaching, Dialogue and the development of the new Oral Communication CAP Course

HOSTED BY JOE VALENZANO
(COMMUNICATION) AND SAM WALLACE
(COMMUNICATION)
12:00–1:15 P.M.

LTC Forum, lunch provided

TO REGISTER, CALL 937-229-3309
OR EMAIL lbutterer1@udayton.edu

22 FRIDAY : FAC

FES: Privilege, Power, and Pedagogy: Rethinking Service Learning at UD
HOSTED BY SIMANTI DASGUPTA
(SOCIOLOGY, ANTHROPOLOGY, AND
SOCIAL WORK) AND PANEL
12:00–1:15 P.M.

LTC Forum, lunch provided

TO REGISTER, CALL 937-229-3309
OR EMAIL lbutterer1@udayton.edu

25 MONDAY : FAC

Reading Group: Teaching Naked
FACILITATED BY CORINNE DAPRANO
1:15–2:30 P.M.

LTC Forum

26 TUESDAY : CIEL

Collecting and Grading Assignments Online with Isidore
FACILITATED BY LEAH BERGMAN
2:00–3:00 P.M.

LTC Team Space

APRIL

02 TUESDAY : CIEL

E-Learning Update and Idea Exchange
FACILITATED BY RYAN ALLEN,
DAVID BAUER, LEAH BERGMAN,
PAUL DAGNALL AND JERRY TIMBROOK
12:00–1:00 P.M.

LTC Team Space, lunch provided

TO REGISTER, CALL 937-229-3309
OR VISIT udayton.edu/ltc/innovation

03 WEDNESDAY : FAC

Reading Group: Making Thinking Visible
FACILITATED BY BETH HARRISON
10:00–11:15 A.M.

LTC Team Space

08 MONDAY : CIEL

Teaching Virtually with Collaborate
FACILITATED BY JERRY TIMBROOK
2:00–3:30 P.M.

LTC Team Space

TO REGISTER, CALL 937-229-3309
OR VISIT udayton.edu/ltc/innovation

08 MONDAY : AALI/STANDER

Celebration of the Arts Opening Performance
8:00 P.M.

Schuster Center, Downtown Dayton
FOR MORE INFORMATION VISIT
<http://stander.udayton.edu>

10 WEDNESDAY : CIEL

Creating and Delivering Online Exams with Isidore
FACILITATED BY RYAN ALLEN
12:00–1:00 P.M.

LTC Forum, lunch provided

TO REGISTER, CALL 937-229-3309
OR VISIT udayton.edu/ltc/innovation

16 TUESDAY : AALI/STANDER

Stander Symposium Mass of the Holy Spirit
12:05 P.M.

Immaculate Conception Chapel

FOR MORE INFORMATION VISIT
<http://stander.udayton.edu>

16 TUESDAY : AALI/STANDER

Stander Symposium keynote address by Sir Ken Robinson
CO-SPONSORED BY THE UNIVERSITY
OF DAYTON SPEAKER SERIES
7:30 P.M.

RecPlex

FOR MORE INFORMATION VISIT
<http://stander.udayton.edu>

17 WEDNESDAY : AALI/STANDER

Brother Joseph W. Stander Symposium
8:00 A.M.–5:00 P.M.

RecPlex, Kennedy Union and
various campus locations

FOR MORE INFORMATION VISIT
<http://stander.udayton.edu>

17 WEDNESDAY : AALI/STANDER

Celebration of the Arts Closing Exhibition and Reception
5:00–7:00 P.M.

Gallery 249, College Park Center

FOR MORE INFORMATION VISIT
<http://stander.udayton.edu>

18 THURSDAY : CIEL

Managing Online Discussion with the Forums Tool
FACILITATED BY JERRY TIMBROOK
12:00–1:00 P.M.

LTC Forum, lunch provided

TO REGISTER, CALL 937-229-3309
OR VISIT udayton.edu/ltc/innovation

19 FRIDAY : FAC

CARMA Webinar: Implementing Multilevel Analyses of Daily Diary Data
DR. PATRICK SHROUT,
NEW YORK UNIVERSITY
12:00–1:30 P.M.

LTC Team Space, lunch provided

TO REGISTER, CALL 937-229-3309
OR lbutterer1@udayton.edu

22 MONDAY : CIEL

Getting Acquainted with Isidore Gradebook Tools
FACILITATED BY LEAH BERGMAN
2:00–3:00 P.M.

LTC Forum

TO REGISTER, CALL 937-229-3309
OR VISIT udayton.edu/ltc/innovation

LTC AT-A-GLANCE

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Director
CHRISTINA KLIMO
Write Place Coordinator

PHOTO BY LARRY BURGESS

The image features a low-angle shot of a brick building with arched windows, partially obscured by vibrant pink cherry blossoms in the foreground. The blossoms are in full bloom, creating a dense, colorful screen in front of the building. The brickwork is a warm, reddish-brown color, and the windows have white frames. The overall scene is bright and cheerful, suggesting a spring setting.

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