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LTC Newsletter

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LTC NEWSLETTER

FALL 2014 UNIVERSITY OF DAYTON



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OF EVENTS
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UNIVERSITY OF DAYTON SETS A NEW COURSE ON THE STUDENT EVALUATION OF TEACHING

For more information, visit www.udayton.edu/ltc/set/index.php or www.go.udayton.edu/set

Last February, the Academic Senate approved a new policy regarding student evaluation of teaching (SET) at the University of Dayton that will take effect this fall. This new policy moves SET online, asks students to respond to a smaller set of prompts than is currently the case, provides students more opportunity to offer written comments, and ensures more timely access to the results for instructors.

After many years of discussing possible changes to SET, the Academic Senate in 2012 appointed an ad hoc committee to develop recommendations based on a thorough review of the university's current policy and best practices in evaluating college teaching. Music professor Dr. Linda Hartley chaired the SET Committee, which included faculty from a range of departments and student representation.

Over the next two years, the Committee conducted a thorough review of SET-related research and reached several conclusions: **Any new SET instrument at UD should contain fewer prompts than the current 26-item form, the prompts should solicit information on teaching practices that research demonstrates are directly related to student learning, the instrument should serve both formative and summative purposes, and students should complete the evaluation online.**

The Committee developed a new SET instrument that consists of eight Likert-type prompts and four open-ended questions. The instrument was fine-tuned based on information gathered from two reviews by national experts on teaching evaluation; feedback provided by instructors, students, and chairs involved in four pilots of the instrument at UD; and comments offered at a Faculty Exchange Series session, two Chairs Collaborative meetings, and an open faculty forum.

One advantage of the new SET instrument is getting results back in time to use the information for the next semester. The LTC is planning workshops during the January intersession for faculty to understand and apply their SET results and will publish the dates later in fall semester.

The Committee also completed an extensive statistical review of the pilot results to check for possible biasing factors.

The Executive Council Committee of the Academic Senate and several Senate sub-committees reviewed the Committee's recommendations and developed an implementation plan to present to the Senate for approval. The Senate approved the new SET plan in February, 2014, and charged the Ryan C. Harris Learning Teaching Center with overseeing its implementation this fall.

THE NEW SET PROCEDURE IN BRIEF

The University has entered into a contract with CoursEval to deliver the new SET instrument online and to compile reports on the results for every instructor. Ten days prior to the last day of class, CoursEval will email students a link to the SET instrument for each class they are taking and instructions for completing it. Students have until the last day of class to complete the instrument. Those failing to do so during that time period will be sent several email reminders by CoursEval. While the instrument is designed for students to complete online outside of class, if instructors prefer, they can have students complete the evaluation online in class by using laptop computers, tablet computers, or smart phones. If instructors choose this option, they need to give students sufficient time to complete the instrument at the beginning of a class period and must leave the room until the students are finished.

Chairs and faculty will have access to the results of the evaluation 24 hours after the last day to submit final grades for the course. Details on how the SET results are processed will be governed by departmental policies, procedures, or bylaws and by academic unit procedures.

BENEFITS OF THE NEW SET PROCESS

The new SET instrument and online delivery process offers instructors several benefits:

AVIATE: A VISION FOR INTEGRATED, APPLIED AND TRANSFORMATIVE EDUCATION IN HOUSING AND RESIDENCE LIFE

STEVEN HERNDON, HOUSING & RESIDENCE LIFE, AND DANIELLE PAGE,
HOUSING & RESIDENCE LIFE

In May 2012, Bill Fischer, Vice President for Student Development, put forth a charge to design a housing assignment process for second-, third- and fourth-year students that fostered transformative experiences through integrating learning and living in community. Tasked with this charge, a committee was created, chaired by Dr. Molly Schaller, Chair of the Department of Counselor Education and Human Services, and Steven Herndon, Assistant Dean of Students and Executive Director of Housing and Residence Life, and composed of staff, faculty and students. The task force was asked to consider how the assignment process could provide students an opportunity to apply their learning experiences in the classroom to their living experience outside of the classroom. For approximately a year, the University Assignment Task Force met with faculty, staff and students to gain insight about the current process. The information obtained was invaluable, as it confirmed that a lottery was not the most effective tool to assign students to residential housing. Moreover, the information reiterated that the current assignment process was difficult to navigate and understand because of attempts over the years to apply strategy to a tool that was inherently dependent on chance and luck.

One of the most significant moments during this process occurred when the former Provost challenged the task force to “dream bigger.” While the Provost appreciated the work that had been completed on

the new assignment process, he believed that the task force had overlooked an opportunity to transform our students’ residential learning experience in a significant and impactful way. For him, redesigning the assignment process was an opportunity to explore how the University could craft a learning experience for its students that prepared them to be leaders in Catholic and Marianist tradition. Although the charge to “dream bigger” was initially daunting, being challenged to construct learning for students in residence also helped the Housing and Residence Life leadership realize that there was a more strategic way to leverage its housing. The leadership resolved that a student’s engagement in the curriculum would determine the likelihood of obtaining his/her desired housing. The alignment between the housing assignment process and the newly developed curriculum would ensure that a student’s development was supported through his/her housing options.

In response to the challenge to “dream bigger,” a new committee was constructed, chaired by the Associate Vice President for Student Development and Dean of Students, Christine Schramm, and Steven Herndon, and composed of members of the University Assignment task force and other campus partners. Its purpose was to design a developmentally sequenced and appropriate curriculum for students in resi-

SEE *Aviate* PAGE 5

TIMELINE FOR LTC PROGRAMMING INVOLVING RECRUITING

SPRING SEMESTER

Teaching Fellows (*Fall and spring semester program for full-time faculty in years 2-7, chair approval*)

Studio Fellow Nominations

(*Spring Semester for Following Fall*)

Writing Across the Curriculum (*Fall-semester program for faculty and staff*)

Leadership UD (*Fall and spring semester program for faculty and staff, dean/VP nominated*)

SPRING/EARLY SUMMER

Faculty Development Committee (*Faculty filling three-year terms; FDC meets September-May*)

FALL SEMESTER

Alumni Awards nominations (*Awards for teaching and scholarship awarded at end of spring semester*)

Studio Fellows Nominations

(*Fall semester for following Spring*)

Research Fellows (*Recruited in odd-numbered years, offered in even-numbered years*)

ASPIRE (*For tenured associate professors, recruited in odd-numbered years, offered in even-numbered years*)

E-Learning Fellows (*For faculty, application with dean/chair approval*)

THE CAP UPDATE

The 2014–15 academic year is the second year of CAP implementation. Students who matriculated at UD in 2013–14 will be completing the second year of CAP implementation, and those entering in the current year will follow in the footsteps of the previous cohort. Incoming students will benefit from the first-year courses that have been successfully completed by their predecessors. Second-year students will benefit from the innovative array of course options that have been created or revised to reflect the spirit of the CAP.

To date, 65 courses have been approved by the CAP Committee (CAPC), including 33 that were approved during Spring 2014. In some cases one course may be approved for multiple components. In addition, 357 courses are temporarily approved for the CAP using the daylighting procedure. As courses are approved by the CAPC, they are eliminated from the daylighting list. Following (FIGURE 1) is the profile of the course components that have been approved as of Spring 2014.

Each CAPC-approved course identified UD student learning outcomes (SLOs) and the developmental level for the outcomes which are associated with the course. The goal is for each of the seven SLOs to be embedded across a wide variety of courses at all three developmental levels.

ANNOUNCING: DIVERSITY AND SOCIAL JUSTICE REQUEST FOR PROPOSALS (FALL 2014)

The second request for proposals for the Common Academic Program (CAP) Diversity and Social Justice course development grants is scheduled for Fall 2014. Successful grant applicants will be awarded \$2500 per person for the development or significant revision of a course with this focus, and implementation of the course. Proposals from all disciplines are encouraged.

For more information and to obtain the application form, visit www.udayton.edu/provost/cap/grants.php. Proposals are due to Sawyer Hunley, Assistant Provost for CAP, at shunley1@udayton.edu by Wednesday, November 5. Development grants for proposed courses will be awarded on the basis of their alignment with the Diversity and Social Justice requirements and responses to the criteria and questions in the proposal form.

CAP Advising

The CAP Advising Guide has been revised and enhanced to provide CAP-related information in one document.

CAP Assessment

The Humanities Commons (HC) Assessment Coordinator, John McCombe, appointed in May 2013, recruited 13 faculty to serve as Assessment Leaders for their HC courses. They spent last fall reviewing and editing a rubric to address the six HC student learning goals. These goals were mapped to the UD seven student learning outcomes (SLOs). Six of the faculty taught and assessed HC courses in Spring 2014 and seven are scheduled to deliver and assess their courses in Fall 2014. The University Assessment Committee will be sharing more in the fall. Stay tuned!

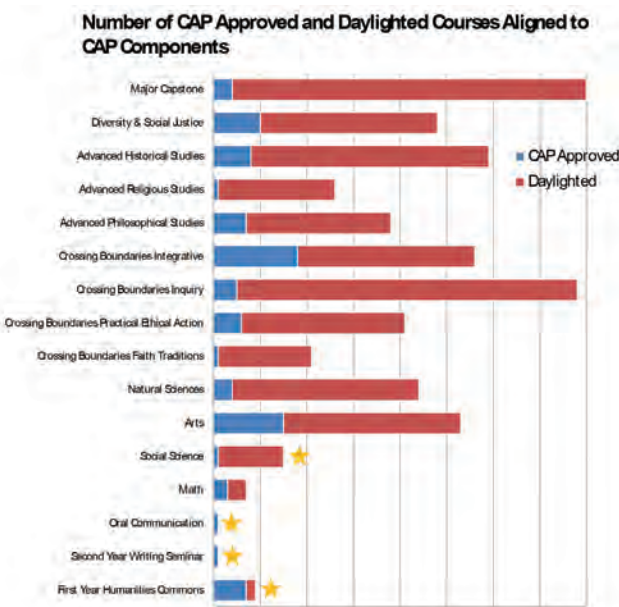


FIGURE 1

2014 ALUMNI AWARD RECIPIENTS



JACK KANET



BLAKE WATSON

2014 ALUMNI AWARD RECIPIENTS

Congratulations to the 2014 Alumni Award recipients, **John “Jack” Kanet** (*Department of Management Information Systems, Operations Management and Decision Sciences*) for Scholarship and **Blake Watson** (*School of Law*) for Teaching. The awards were announced at the May faculty meeting, at which short videos on both winners were shown.

FROM *Course* PAGE 1

- SET results will be based on valid and reliable research-based questions
- the small number of focused questions and greater opportunity for written response will generate more reflective, formative feedback from students
- instructors will benefit from the quick return of responses, giving them the opportunity to use the results to help them plan courses for the following term
- the change frees up considerable time that used to be spent delivering, processing, and returning results from the paper-and-pencil SET instrument
- having the LTC overseeing SET more closely aligns it with faculty development

As we prepare for SET’s launch this fall, the LTC is planning multiple workshops for faculty, staff, chairs, advisors, and department administrative assistants. It is also preparing a web site with additional support, answers to frequently asked questions about SET, and a compilation of background readings. Watch for announcements as these workshops and resources become available. In the intersession and Spring semester, we will offer workshops and other resources

on how to make sense of and act on SET results. If you have questions about SET, contact Susan Brown, Faculty Development Coordinator in the LTC, sbrown4@uclayton.edu. Ω

Want to learn more about the new SET instrument? Join us for a 30-minute session on one of the following dates—no registration required.

MONDAY, OCTOBER 6, 9:30 A.M.
LTC FORUM 044

WEDNESDAY, OCTOBER 15, 11:00 A.M.
LTC FORUM 044

THURSDAY, OCTOBER 23, 2:00 P.M.
LTC FORUM 044

TUESDAY, OCTOBER 28, 3:00 P.M.
LTC FORUM 044

WEDNESDAY, NOVEMBER 5, 2:00 P.M.
LTC FORUM 044

MONDAY, NOVEMBER 11, 10:00 A.M.
LTC FORUM 044

THURSDAY, NOVEMBER 20, 1:30 P.M.
LTC FORUM 044

MONDAY, NOVEMBER 24, 9:00 A.M.
LTC FORUM 044

dence. Once committee membership was determined, the work began to establish the vision for residential learning.

According to Robert Barr & John Tagg (1995), "...a college's purpose is not to transfer knowledge but to create environments and experiences that bring students to discover and construct knowledge for themselves, to make students members of communities of learners that make discoveries and solve problems" (p.15). It was this sentiment that guided the development of Housing and Residence Life's vision for residential learning described below:

"Community living at the University of Dayton offers students a unique opportunity to integrate their curricular learning within a rich living environment. Students will experience a challenging and supportive campus climate enriched by dialogue that cultivates quality relationships with individuals of diverse backgrounds, guides students in their self-discovery and purpose, and prepares students for a lifetime of learning and service in and for their communities. Housing and Residence Life will create quality learning and living communities in a variety of residential facilities to help students reach their full potential. Students in these communities will have opportunities to learn, live, grow, lead and serve."

The vision for residential learning is supported by three learning goals: authorship, interculturalism, and community living. Each learning goal is supported by three developmentally sequenced learning outcomes. The learning goals and outcomes have been mapped to the University and Division's learning outcomes, the Commitment to Community, and the CAS standards. Establishing the vision for residential learning took time, as it was imperative that the vision was supported by the University and clearly articulated what students would learn as a result of living in University housing.

To launch a developmentally sequenced, out-of-classroom curriculum requires significant time and work. As a way to manage this task, a Coordinator for Co-Curricular Learning position was created in Housing and Residence Life to assist the department's leadership in developing, implementing and assessing the residential curriculum. Upon completion of a national search, Danielle Page was appointed Coordinator for Co-Curricular Learning effective July 1, 2014, after having served as interim in this role in 2013–2014. As part of her responsibilities, Danielle oversees the development of the educational plans for the first-, second-, and third/fourth-year experiences. The educational plans are critical to establishing a blueprint for what students will learn as they progress through their time at UD and structuring how residential learning will occur. Planned engagement opportunities, educational and interactive bulletin boards, monthly community-building meetings and intentional, reflective conversations are examples of strategies contained within the educational plans.

The new assignment process for returning students and the residential curriculum, referred to as "AVIATE," will launch in Fall 2014. Throughout the Fall semester, Housing and Residence Life will facilitate informational sessions that outline the development of the assignment process and curriculum in more detail. While much thought, work and time have been invested in the development of the assignment process, the curriculum and their alignment, there is more work to be completed. The residential curriculum will provide opportunities for Housing and Residence Life to collaborate with campus partners in a more strategic manner, afford us the opportunity to reimagine the role of the Resident Assistant and the Neighborhood Fellow and to view housing as more than a bed to sleep in, but rather, a place to learn. Ω

WE'RE 15 YEARS OLD (ALMOST)!

January 2015 marks the 15th anniversary of the LTC, and the whole campus is invited to the semester-long celebration. Keep your eyes open for announcements about ways to celebrate and reflect on how much the UD community has done, and continues to do, to transform teaching and learning. The Faculty Development Committee and student leaders will guide plans for our activities.

SUPPORTING INTERNATIONAL STUDENTS

DUDE COUDRET AND YA YOU, LTC/OFFICE OF LEARNING RESOURCES

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LTC NEWSLETTER FALL 2014

The University of Dayton's Marianist focus on learning and living together provides everyone at UD with the opportunity to learn how to live and work effectively in our increasingly diverse, global society. The Office of Learning Resources (OLR) offers a wide variety of services to help everyone become successful learners in American classrooms.

A new learning service, OLR's Global Learning Support, emerged and continued to develop during 2013–14. Global Learning Support services are designed to enhance academic success in American classrooms, to help with transitioning to a different culture and networking with campus resources, and to allow students to share experiences. These initiatives are led by Ya You, International Education Specialist (IES), under the supervision of Dude Coudret, Assistant Director of OLR.

Beginning in Fall 2013, Ya collaborated with campus partners to develop, manage, and assess the effectiveness of an academic orientation program for new international students. She also provided consultations for international students as well as faculty and staff.

Listed are resources and programs for students and faculty. All global-learning support and resources begin the second week of the semester. If you have any question or concerns, feel free to contact Ya You at 937-229-4005.

STUDENT RESOURCES

International Peer Academic Coaching

International Peer Academic Coaches (IPACs) are trained and supervised, undergraduate and graduate international students. International students can make appointments with IPACs by phone, email, or an office visit. In most cases, one-on-one sessions are facilitated by IPACs based on the needs of our international students.

International Academic Coaching with Professional Staff

One-on-one coaching sessions with Ya You include guidance and feedback regarding goals, motivation, learning resources, study skills, and academic integrity. Follow-up sessions are usually

scheduled with IPACs through Ya during a student's first visit.

Global Cultures Conversation

Global Conversation Groups are offered from 5:00–6:00 p.m. every Monday in the Learning Teaching Center (LTC) Forum and every Wednesday in LTC Studio. IPACs facilitate 20-minute warm-up group activities, a 20-minute cultural-related discussion, and a 20-minute learning-related discussion. Female-only sessions are offered from 5:00–6:00 p.m. every Thursday in the LTC Forum.

Global Success Series

Global Success Series are offered from 5:00–6:00 p.m. every Tuesday in the LTC Forum. Students register for each session according to the scheduled topics. IPACs and guest speakers from other departments facilitate small and/or large group sessions on a designated topic related to learning in a global community. These sessions are open to both American and international students. A session on academic integrity and cultural interpretations is offered once a month.

FACULTY RESOURCES

Consultation Regarding

International Students

Ya You is available to meet with faculty and staff to discuss pedagogy and andragogy, learning strategies, and campus resources pertaining to working with international students. Faculty and staff are also welcome to refer international students to OLR for additional support and are encouraged to guide students to specific Global Learning Support services.

Class Visits

Class visits can be requested by faculty members for their classes throughout the semester. Class visits are facilitated by IPACs and Ya You through interactive learning experiences designed for both international and American students. The most popular module is the 10-15-minute orientation class visit at the beginning of the semester, including a warm-up activity as icebreaker, quick introduction of

SEE *Global* PAGE 9

FALL 2014 FES

SEPTEMBER 10

Student Engagement, Involvement, and the Co-Curricular (Facilitated by Daria Graham, Cari Wallace, Gwyn Fox Stump, Christopher Johnson, and Justin Keen)

NOON – 1:15 P.M., LIGHT LUNCH SERVED
LTC Forum

Several programs and initiatives have been created to help students, faculty, and staff identify the many opportunities for engagement and involvement in campus co-curricular experiences. This session will highlight some of the programs and initiatives and demonstrate tools that have been created to assist in the growth and development of students. The University of Dayton’s seven learning outcomes will help guide the discussion. Attendees who are interested in or charged with assisting students in identifying their vocation and ways to incorporate the University learning outcomes into their experience will benefit from this session.

SEPTEMBER 16

Experiential Learning: Addressing Liability, Safety, and Risk Management (Facilitated by Kelly Bohrer, Lisa Sander, Robin Oldfield, Karen McBride, and Jason Eckert)

NOON – 1:15 P.M., LIGHT LUNCH SERVED
LTC Forum

Topics of liability, safety, and risk management when doing experiential learning, especially off campus, will be presented and discussed. These topics will include the nature and types of risk, how to communicate about risk, the basics of general liability, assessing risk, safety concerns, and strategies for managing risk. As a result of the session, participants will have a basic outline for a risk-management plan for their experiential-learning opportunity, will be able to communicate more thoroughly with students about assessing and managing risk off campus, will be able to ask critical questions about how risk and/or safety might be involved in an experiential-learning situation, and will be

knowledgeable about general liability and university coverage. Releases, policies, and memorandums will be explained as well.

SEPTEMBER 25

Commitment to Community (Facilitated by Pat Donnelly, Irene Dickey, and Joseph Valenzano)

NOON – 1:15 P.M., LIGHT LUNCH SERVED
LTC Forum

The session will briefly highlight the c2c document and discuss ways that some faculty and units are intentionally using the documents and principles. Attendees will be invited to explore other possibilities to integrate c2c with our academic programs and curriculum.

OCTOBER 7

Student Success and Persistence: Data and Dialogue (Facilitated by Student Success and Persistence Team)

NOON – 1:15 P.M., LIGHT LUNCH SERVED
LTC Forum

Update on the work of the Student Success and Persistence Team and opportunity for discussion.

OCTOBER 22

An Educational Vision for Residential Learning (Facilitated by Chris Schramm, Molly Schaller, Steve Herndon, and Danielle Page)

NOON – 1:15 P.M., LIGHT LUNCH SERVED
LTC Forum

In May 2013, a University-wide task force was charged with designing an assignment process for returning students that reflected the University’s vision for integrated learning and living. During that process, the task force was asked to consider how learning could be mapped across four years for students in residence. What came of this work was a four-year, developmentally-sequenced, out-of-classroom curriculum for undergraduate students.



READING GROUPS

CHEATING LESSONS: LEARNING FROM ACADEMIC DISHONESTY
BY JAMES M. LANG (HARVARD UNIVERSITY PRESS, 2013)

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

DISCUSSION DATES

THURSDAYS
 11:00 A.M. – 12:15 P.M.

LTC MeetingSpace

September 25
 October 2, 9, 16, 30

Nearly three-quarters of college students cheat during their undergraduate careers, a startling number attributed variously to the laziness of today's students, their lack of a moral compass, or the demands of a hypercompetitive society. For James Lang, cultural or sociological explanations like these are red herrings. His provocative new research indicates that students often cheat because their learning environments give them ample incentives to try—and that strategies which make cheating less worthwhile also improve student learning. *Cheating Lessons* is a practical guide to tackling academic dishonesty at its roots.

Drawing on an array of findings from cognitive theory, Lang analyzes the specific, often hidden features of course design and daily classroom practice that create opportunities for cheating. Courses that set the stakes of performance very high, that rely on single assessment mechanisms like multiple-choice tests, that have arbitrary grading criteria: these are the kinds of conditions that breed cheating. Lang seeks to empower teachers to create more effective learning environments that foster intrinsic motivation, promote mastery, and instill the sense of self-efficacy that students need for deep learning.

Although cheating is a persistent problem, the prognosis is not dire. The good news is that strategies which reduce cheating also improve student performance overall. Instructors who learn to curb academic dishonesty will have done more than solve a course management problem—they will have become better educators all around.

To register, visit udayton.edu/ltc/development/reading_groups.php.

WRITE PLACE: NEW HOME, NEW PARTNER

This fall, the Write Place will be located on the first floor of Roesch Library as part of the new Knowledge Hub, a joint project of the University Libraries and the LTC. As part of the Knowledge Hub, the Write Place is partnering with Roesch Library research services to provide students with coordinated, integrated one-stop assistance with their writing and research projects and assignments.

The Knowledge Hub offers ample individual study space, collaborative work

areas, access to networked computers and printing, a range of research aids, and a new, 36-seat, cutting-edge classroom.

For more information on the Knowledge Hub, see www.udayton.edu/libraries/borrowing_hours_and_services/knowledge_hub.php.

For more information on Write Place services, see www-secure.udayton.edu/ltc/writeplace/index.php or contact Christina Klimo, Write Place Coordinator (cklimo1@udayton.edu).

SAVE THE DATE : ADJUNCT FACULTY WORKSHOP

SATURDAY, OCTOBER 4, 2014

8:30 A.M. – 12:00 P.M.

Whether you're a new adjunct or have taught at UD for many years, join your colleagues for breakfast in the LTC and a chance to hear updates and discuss what's working in your classrooms. Contact Faculty Development Coordinator Susan Brown for more information at sbrown4@udayton.edu.

the importance of the syllabus, academic integrity, classroom norms, college-level learning expectations, and learning resources. Class visits can be tailored based on the diverse needs. For example, the intercultural communication session is available for faculty members interested in engaging diverse student learners in the class discussion or group projects.

Coffee Hour

During the scheduled coffee hour, faculty and international students are invited to enjoy free coffee in The Blend in the LTC. The goal is to provide faculty members and international students opportunities to communicate towards greater understanding out of the classroom.

Workshops

Group training and workshops are available upon request. These sessions are facilitated by Ya You and IPACs regarding understanding, learning/teaching and supporting our international students. Specialized sessions can be designed and facilitated upon request.

STUDENT PROGRAMS

International Peer Mentor Program

Self-selected mentors and mentees are required to meet three times a month: a one-on-one meeting, one global learning event, and one intercultural event. Program Managers help with management and training of the group. The goal of this program is to support new international students by pairing them with experienced international students and to provide a safe and supportive environment for them to share ideas and experiences.

Global Partner Program

This is a pilot program for the coming fall semester. Participants are self-selected from the Center for International Program's (CIP) Buddy Program, which supports new international students. International students and American students will be paired as Global Partners based on their expected participation goals and meeting frequency and any commonalities in major and interests. The goal of this program is to offer a learning opportunity for international students and American students, to enhance their understanding of diversity in learning, and to strengthen their abilities to learn in our global learning community, through their communication and learning experiences with each other.

ACADEMIC COURSES

Learning Connections (UDI 149)

In this two (2)-credit course (UDI 149), international students explore the relationship between the research on learning, neuroscience, and their experiences and needs in learning. The course requires students to make connections between the content of this course and their past and present learning experiences. The goal of the course is to further develop international students' approaches to studying and enhance their learning experiences in American classrooms.

If you are interested in learning more about Global Learning Support, please visit our website at go.udayton.edu/olr/global or email our Global Learning Mailbox at globallearning@udayton.edu. Ω

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 2015 reservations begin November 1.

Contact **937-229-4898** or use the reservation link at LTC.udayton.edu to schedule your events.

FERPA: WHAT YOU DON'T KNOW CAN HURT YOU

On June 16, 2014, the University hosted an Academic Impressions Webinar titled “FERPA Essentials for Faculty,” delivered by Steve McDonald, General Counsel at Rhode Island School of Design, who is considered one of the leading experts on FERPA. Below are the answers to several FERPA-related questions addressed in that Webinar.

What is FERPA and how does it impact my work?

FERPA stands for the “Family Educational Rights and Privacy Act of 1974.” It is the federal legislation that governs the privacy of students’ education records. Among other things, it affects what information concerning our students we can communicate to others (including the students’ families), how we should maintain and dispose of student educational records, how we should collect and return student work, and how we should distribute course grades.

According to FERPA, can I post student grades?

No, not unless you take a number of steps to ensure student privacy—that is, steps to ensure no outsider can figure out who is who. If posted, grades must be listed by anonymous number (not by student ID number, which is too identifying) and in non-alphabetical order. Even better, the list should be placed on an authenticated, secure web portal. Here at UD, Isidore or self-service Banner (via Porches) are secure means of posting grades (again, so long as the list/posting is compiled in a non-identifying manner).

Can I leave a box outside my office that enables students to drop off or pick up their work?

No. Self-serve drop-off and pick-up of graded student work violate FERPA guidelines.

How should I dispose of student work?

Student work should be shredded.

Can students look at each other’s work before it’s graded?

Yes. According to the Webinar, collaborative writing or peer editing is permitted by FERPA because that work does not become a part of the student’s educational record until you grade it.

If a student’s parents contact me for information concerning their child’s work in my class, can I share information with them?

You can share information with parents only if the student has consented. Before talking with a parent, confirm the student’s status (with respect to whether or not he or she has signed a FERPA consent form) by contacting the Registrar’s Office. A FERPA consent form is available online at the University’s FERPA policy webpage (www.udayton.edu/policies/enrollment/ferpa/ferpa_policy_page.php).

Also, confirm that the people contacting you are actually the student’s parents and consider contacting the student to let him or her know his or her parents contacted you. Finally, even if you are

SEE FERPA PAGE 13

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 16) 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 2015 is Friday, November 14. For more information visit ltc.udayton.edu.

OCTOBER 27

*Assessing Community-Engaged Learning
(Facilitated by Jeanne Holcomb and Kelly Bohrer)*

1 – 2:15 P.M.

LTC Forum

This session will address assessment of service learning/community-engaged learning projects. Assessment strategies will be shared, and participants will be able to ask questions and to discuss challenges of assessment.

OCTOBER 30

Green Dot: Bystander Intervention, Sexual Violence Prevention, and Empowerment to Make a Difference (Kristen Altenau, Jessica Hoelting, and Alecia Smith)

1 – 2:15 P.M.

LTC Forum

The Green Dot Strategy is a comprehensive approach to violence prevention that capitalizes on the power of peer and cultural influence across all levels of the socio-ecological model. Informed by social change theory, the model targets all community members as potential bystanders, and seeks to engage them, through awareness, education, and skills-practice, in proactive behaviors that establish intolerance of violence as the norm, as well as reactive interventions in high-risk situations—resulting in the ultimate reduction of violence. This FES will focus on introducing the Green Dot program to attendees, including their role in this initiative. We will review the concepts of red dots (forms of violence) and green dots (actions that stop violence and send the message that violence will not be tolerated at UD) in our community, and will create opportunities for brainstorming green dot ideas both inside and outside of a classroom environment. Attendees will better understand this campus-wide initiative and will better understand the importance of doing green dots in the classroom environment. Their actions can reduce violence in our community—one green dot at a time.

NOVEMBER 4

Generating and Deepening the Learning in Experiential Learning: Theory, Practice, and Strategies of Critical Reflection (Facilitated by Kelly Bohrer)

10 – 11:15 A.M.

LTC Forum

Using critical reflective practices with students can help generate and deepen learning from an experience, whether it happens within the context of a course or is co-curricular in nature. This workshop will explore theories of reflection for experiential learning settings, types of reflective practices that can be used, and essential elements of reflection to make it effective, integrative, and critical.

NOVEMBER 11

*Trustworthy Leadership: A Mini-Retreat
(Facilitated by Donna Cox)*

3 – 4:15 P.M.

LTC Forum

The session is based on the Center for Courage and Renewal Academy for Leaders.

The session will have three parts:

- I. Brief discussion of the Academy
- II. Brief introduction to the Six foundations
 - Clarifying purpose and integrity through an ongoing inner journey
 - Applying deep listening and honest, open questions
 - Holding paradox and tensions in the face of complexity and uncertainty
 - Building trustworthy relationships in communities/organizations
 - Appreciating the value of “otherness”
 - Growth through seasons/cycles of personal, professional, organization change
- III. Experiential focus on the first of the foundations, Clarifying purpose and integrity through an ongoing inner journey. Ω

FACULTY HELPING FACULTY

Did you know that LTC services provided to help faculty in their professional growth are shaped by a committee of faculty? The Faculty Development Committee (FDC) is composed of fifteen faculty from across the entire university (see membership at www.udayton.edu/ltc/development/committee.php). The FDC is charged with the advocacy of faculty professional development and oversees the creation and delivery of programming and services to meet emerging needs.

To accelerate the development and delivery of new programs and services, the FDC has worked over the last two years using task-specific groups that we call “Thematic Communities” to address new learning and teaching opportunities

or faculty work-life issues. The Thematic Communities have been very productive in their first two years, addressing a variety of important topics including supporting international students and academic advising for the Common Academic Program. Current topics include creating successful faculty career pathways and inclusive curricular materials development.

If you have ideas for faculty development programming or new services, you are encouraged to connect with your FDC representative or to contact the Faculty Development Coordinator, Susan Brown, at sbrown4@udayton.edu.

www.udayton.edu/ltc/development/committee.php

Speaking of faculty helping faculty, watch for more information about the Midterm Instructional Diagnosis (MID) later this fall. The MID is a voluntary way to get student feedback, gathered by another faculty member, part-way through the semester. Visit www.udayton.edu/ltc/development/mid.php for more information.

VIDEO OFFERS DIVERSE AND EFFECTIVE OPPORTUNITIES

JOHN LECOMTE, LTC/UDIT



TOP:
STUDENTS CREATE A
VIDEO FOR ENGLISH CLASS

RIGHT:
AN EXAMPLE OF HOW
FACULTY CAN EMBED
VIDEOS WITHIN ISIDORE



I probably don't have to tell you the importance of using some form of video for your class, or do I?

Regardless of your answer, the Media Arcade, located in the Ryan C. Harris Learning Teaching Center, can help you incorporate the many facets of video into your course.

I'll just mention a few facts from a recent report from Cisco Systems, a company that knows a little about learning and technology. Video impacts students in three major ways.

1. Video is engaging
2. Video provides interactivity
3. Video is proven to improve learning

In terms of that third point, we know that with video, a student has more control over the information and an opportunity for deeper learning by being able to stop, rewind, fast-forward, and replay the video content as many times as needed.

So, what can you do with video, and how can the Media Arcade help you? Cur-

permitted to talk about a student's work with a parent, you do not have to.

What if the student is facing an emergency situation?

In an emergency situation, when the health or welfare of the student is at risk, you can share information with anyone involved in resolving that emergency situation.

What about sharing information with potential employers or officials at other schools?

The University's policy is that you may not share information about a student's educational record with another institution without that student's consent.

Does FERPA apply to what I write about students or their work?

Yes. Sharing what you write about students, if what you write identifies individual students' educational records or could allow someone to determine what student(s) you're writing about, must adhere to FERPA policies.

Can I discuss my personal knowledge or impressions of a student with other faculty or administrators?

Yes. FERPA's policies apply to a student's educational record, which by definition means there is a "record"—that is, something recorded. Observations or experiences that are not recorded are not educational records. However, FERPA restrictions may apply if you write down your observations or impressions, particularly if you share them or they somehow become part of the student's performance

record. If your personal observations are written only for your personal memory-jogging and are not shared with others, FERPA does not apply.

Are any emails or other electronic communications I make regarding a student covered by FERPA?

Yes. If the emails or communications identify specific students, they become part of that student's educational record, and a student has a right to see them.

Whom do I contact at UD if I have questions about FERPA?

Contact either the Registrar's Office (9-4141) or the Office of Legal Affairs (9-4333).

Are there other resources at the University that I can consult for more FERPA information?

Yes. The University recently adopted a FERPA policy, which is available at the University's online policy webpage. A link to that policy webpage is included in the footer of every UD webpage. Not only is the policy there, but also "frequently asked questions," a set of useful tips called "FERPA Basics: What Faculty & Staff Need to Know," as well as various forms, such as the student FERPA consent form. All of these materials are available at the following link:

UD FERPA policy homepage

www.udayton.edu/policies/enrollment/ferpa/ferpa_policy_page.php. Ω

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.



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

OFFER EXPIRES 12.10.14

NEW TOOLS TO HELP DIVERSE LEARNERS IN YOUR CLASSES

DEANNA L. ARBUCKLE, LTC/OFFICE OF LEARNING RESOURCES

Students with a variety of learning abilities enroll in UD classes, and faculty have access to valuable resources to support all learners. SensusAccess is now available through the LTC's Office of Learning Resources website. The SensusAccess file conversion system, available through a web link, will convert an uploaded file from a variety of formats that contain text. Information can be converted to audio, braille, and e-book formats. In addition, with the text, word and pdf formats, students can also use text-to-speech software to hear the content aloud.

The goal of raising faculty awareness about SensusAccess is to increase accessibility and independence of all users. This program can be used by faculty and staff to help transform a document into a format that is accessible for individuals with disabilities, English language learners, or anyone who would benefit from listening to text, or who would like to engage with a text in a different way.

By taking a few moments to increase the accessibility of the document, faculty can give students multi-modal learning opportunities which can increase engagement.

Visit the website and give it a try: www.udayton.edu/ltc/learningresources/disability/sensus_access.php

For more information about SensusAccess, please contact Deanna Arbuckle (darbuckle1@udayton.edu)

What You Need Now (WYNN)

Another resource for faculty and students is Freedom Scientific's WYNN (What You Need Now), the innovative literacy software tool

designed to enhance success for individuals with reading challenges and writing difficulties. By using a bi-modal approach—simultaneous highlighting of the text as it is spoken—WYNN transforms printed text into understandable information that benefits readers of all ages, including English language learners, struggling readers and anyone who would benefit from listening to text or would like to engage with a text in a different way.

WYNN Wizard includes optical character recognition (OCR) which allows the user the ability to scan printed pages and convert them into electronic text (requires a scanner). Speech synthesis enables this scanned text to be read aloud. Additionally, WYNN Wizard can read word processing documents, pdf files, text files, and the Internet.

WYNN also has notecards and writing templates and can be customized to meet your needs. It comes with English, French, German, Italian and Spanish, but additional languages can be downloaded for free including Chinese, Russian, and many more. Other features include a built-in talking dictionary and thesaurus, homophone and spell check, highlighting options as well as options to export to MP3 and Word.

Learn more about WYNN from the OLR website: www.udayton.edu/ltc/learningresources/disability/wynn.php

Download WYNN Wizard software from UD: <https://software.udayton.edu/software.php>. For more information about WYNN, please contact Deanna Arbuckle (darbuckle1@udayton.edu).

ME? TEACH WITH TWITTER?



Have Twitter account but no idea how it can help me teach #baffled

Trying to make a point in 140 characters #complexmaterial

Will students take me seriously if I use Twitter for reminders? #noselfies

Are you curious about how to use Twitter to help students learn and engage with your course? Join us September 29

in the LTC Meeting Space from 1 – 2:30 for a webinar from Academic Impressions titled, "Using Twitter to enhance student engagement and learning." Facilitators are Dr. Stephen Baldrige from Abilene Christian University and Chris Long from Penn State University. For more information or to register, scroll down to the bottom of the following site: www.udayton.edu/ltc/development/fes_sessions.php.

FACULTY DEVELOPMENT PROGRAMMING—QUICK FINDER

If you're looking for programming on:
Internationalization of UD
All TAGS sessions

Research

All CARMA Sessions
FES - Experiential Learning:
*Addressing Liability, Safety, and
Risk Management* (SEPTEMBER 16)
FES - Student Success and Persistence:
Data and Dialogue (OCTOBER 7)
FES - *Assessing Community-Engaged
Learning* (OCTOBER 27)

Technology

All E-Learning Sessions
Academic Impressions webinar:
Teaching with Twitter (SEPTEMBER 29)

Service

FES - Experiential Learning: *Addressing
Liability, Safety, and Risk Management*
(SEPTEMBER 16)
FES - Generating and Deepening the
Learning in Experiential Learning:
*Theory, Practice, and Strategies of
Critical Reflection* (NOVEMBER 4)

Teaching/Pedagogy

FES - Experiential Learning:
*Addressing Liability, Safety, and
Risk Management* (SEPTEMBER 16)
FES – Commitment to Community
(SEPTEMBER 25)
Academic Impressions webinar:
Teaching with Twitter (SEPTEMBER 29)

FES - *An Educational Vision for
Residential Learning* (OCTOBER 22)
FES - *Assessing Community-Engaged
Learning* (OCTOBER 27)
FES - Green Dot: *Bystander Intervention,
Sexual Violence Prevention, and Empow-
erment to Make a Difference* (OCTOBER 30)
FES - Generating and Deepening the
Learning in Experiential Learning:
*Theory, Practice, and Strategies of
Critical Reflection* (NOVEMBER 4)

Retention

FES - Student Success and Persistence:
Data and Dialogue (OCTOBER 7)
FES - Generating and Deepening the
Learning in Experiential Learning:
*Theory, Practice, and Strategies of
Critical Reflection* (NOVEMBER 4)

Administrative Issues

FES - Experiential Learning:
*Addressing Liability, Safety, and
Risk Management* (SEPTEMBER 16)
FES - Student Success and Persistence:
Data and Dialogue (OCTOBER 7)
FES - *An Educational Vision for
Residential Learning* (OCTOBER 22)

Leadership

FES – *Student Engagement, Involvement,
and the Co-Curricular* (SEPTEMBER 10)
FES - Trustworthy Leadership:
A Mini-Retreat (NOVEMBER 11)

FROM Video PAGE 12

rently there are 10 faculty members who are assigning students digital storytelling videos for their capstone or semester projects or final presentations to replace the static PowerPoint. Students will stop by the Arcade to get assistance from our staff or student employees. There are video cameras at the library circulation desk to check out. Thus, the project becomes twofold: Students learn what we're calling "digital media literacy," and at the same time they create a dynamic and visual piece to share with their class.

Other faculty seek help to videotape themselves forming equations or explaining difficult or key concepts as supplemental material. Still others utilize our online film repository, or ask us to create film clips. From film to television, it's an engaging way to teach a concept.

The use of multimedia enables students to demonstrate learning beyond a specific topic. It's diverse, it's effective, and you have the resources to make it happen. Ω



FALL 2014 : LTC CALENDAR OF EVENTS

AUGUST

29 FRIDAY

E-Learning: Isidore 101 - Getting Started with Isidore

FACILITATED BY: PAUL DAGNALL

1:00 – 2:00 P.M.

LTC Forum 044

SEPTEMBER

3 WEDNESDAY

E-Learning: Boosting Student Engagement with Clickers

FACILITATED BY: JERRY TIMBROOK

3:00 – 4:00 P.M.

LTC Forum 044

5 FRIDAY

E-Learning: Isidore 201 - Advanced Uses and Tools

FACILITATED BY: PAUL DAGNALL

1:00 – 2:30 P.M.

LTC Team Space 020

9 TUESDAY

TAGS: Understanding our International Students

FACILITATED BY: KARIN AVILA-JOHN (IEP),
SANGITA GOSALIA (CIP) & TIM KAO (CIP)

NOON – 1:15 P.M.

LTC Forum 044, light lunch served

E-Learning: Getting Acquainted with the Isidore Gradebook Tools

FACILITATED BY: LEAH BERGMAN

3:00 – 4:00 P.M.

LTC Team Space 020

10 WEDNESDAY

FES: Student Engagement, Involvement and the Co-Curricular

FACILITATED BY: DARIA GRAHAM,
CARI WALLACE, GWYN FOX STUMP,
CHRISTOPHER JOHNSON, AND JUSTIN KEEN

NOON – 1:15 P.M.

LTC Forum 044, light lunch served

16 TUESDAY

FES: Experiential Learning: Addressing Liability, Safety, and Risk Management

FACILITATED BY: KELLY BOHRER, LISA
SANDER, ROBIN OLDFIELD, KAREN MCBRIDE,
AND JASON ECKERT

NOON – 1:15 P.M.

LTC Forum 044, light lunch served

17 WEDNESDAY

E-Learning: Teaching Virtually with Collaboration

FACILITATED BY: JERRY TIMBROOK

2:00 – 3:30 PM

LTC Forum 044

18 THURSDAY

TAGS: Learning Services for International Students

FACILITATED BY: YA YOU (OLR) &
INTERNATIONAL PEER LEARNING
FACILITATORS (OLR)

NOON – 1:15 P.M.

LTC Forum 044, light lunch served

E-Learning: Google Docs and Isidore

FACILITATED BY: JERRY TIMBROOK/LEAH
BERGMAN

NOON – 1:00 PM

LTC MeetingSpace 028, light lunch served

24 WEDNESDAY

TAGS: Whose Line is It Anyway?: Plagiarism and the International Student in the University Classroom

FACILITATED BY: APRIL DARNELL (IEP)

2 – 3:15 P.M.

LTC Forum 044

25 WEDNESDAY

FES: Commitment to Community

FACILITATED BY: PAT DONNELLY, IRENE
DICKEY AND JOSEPH VALENZANO

NOON – 1:15 P.M.

LTC Forum 044, light lunch served

26 FRIDAY

CARMA: Ways to Increase Randomization in Organizational Research

FACILITATED BY: PAUL BLIESE,
UNIVERSITY OF SOUTH CAROLINA

NOON – 1:30 P.M.

LTC TeamSpace 020, light lunch served

DESCRIPTIONS AND REGISTRATION INFORMATION

FOR FACULTY EXCHANGE SERIES (FES),
See Newsletter p. 7 or visit: www.udayton.edu/ltc/development/faculty_exchange_series.ph

FOR TEACHING A GLOBAL STUDENT COMMUNITY (TAGS), visit: www.udayton.edu/ltc/development/tags/index.php

FOR READING GROUPS, see Newsletter p. 8 or visit: www.udayton.edu/ltc/development/reading_groups.php

FOR E-LEARNING, visit:
www.udayton.edu/udit/communications_collaboration/e-learning/training.

FOR CARMA WEBINARS, visit:
www.udayton.edu/ltc/development/carma.php



CARMA: Practical Recommendations for Measuring Implicit Constructs Via Conditional Reasoning

FACILITATED BY: JAMES LEBRETON,
PENNSYLVANIA STATE UNIVERSITY

1:30 – 3:00 P.M.
LTC TeamSpace 020,

29 MONDAY

Academic Impressions Webinar: Teaching with Twitter

1 – 2:30 P.M.
LTC Meeting Space 028

E-Learning: Recording Lectures for On-Demand Delivery with Snagit

FACILITATED BY: JERRY TIMBROOK/
LEAH BERGMAN

3:00 – 4:00 PM
LTC Forum 044

30 TUESDAY

TAGS: Engaging Diverse Students in the Classroom

FACILITATED BY: YA YOU (OLR) &
DUDE COUDRET (OLR)

NOON – 1:15 P.M.
LTC Forum 044, light lunch served

OCTOBER

2 THURSDAY

E-Learning: Creating and Delivering Online Exams with Isidore

FACILITATED BY: LEAH BERGMAN

10:00 – 11:00 AM

LTC Forum 044

7 TUESDAY

FES: Student Success and Persistence: Data and Dialogue

FACILITATED BY: STUDENT SUCCESS
AND PERSISTENCE TEAM

NOON – 1:15 P.M.
LTC Forum 044, light lunch served

14 TUESDAY

TAGS: Supporting the Writing of International Students

FACILITATED BY: NICHOLE LUCAS (IEP)

10:00 – 11:15 A.M.

LTC Forum 044

15 WEDNESDAY

TAGS: Global Education Seminar, South America: Faculty Development through a Year-Long Exploration of Argentina and Peru and Internationalization at the University of Dayton

FACILITATED BY: DR. ROBERT BRECHA,
DR. MARK JACOBS AND DR. STEPHANIE LITKA

11:00 A.M. – NOON

Team Space 020

E-Learning: Adding Audio & Video to your Online Course

FACILITATED BY: JERRY TIMBROOK/
LEAH BERGMAN

2:00 – 3:00 PM

LTC Forum 044

TAGS: Bridging the Gap: Creating Meaningful Academic Connections and Collaborations between the Intensive English Program and University Courses

FACILITATED BY: DR. MARYBETH
CARLSON, REBECCA MCNERNEY,
NICHOLAS TAGGART, SHARON
TJADEN-GLASS, & LESLIE WEIDENSEE

2:00 – 3:00 P.M.

Meeting Space 028

22 WEDNESDAY

FES: An Educational Vision for Residential Learning

FACILITATED BY: CHRIS SCHRAMM,
MOLLY SCHALLER, STEVE HERNDON AND
DANIELLE PAGE

NOON – 1:15 P.M.

LTC Forum 044, light lunch served

23 THURSDAY

E-Learning: Using the Lessons Tool: A Dynamic Way to Create Online Course Modules

FACILITATED BY: JERRY TIMBROOK/
LEAH BERGMAN

11:00 AM – 12:00 PM

LTC Forum 044

27 MONDAY

FES: Assessing Community-Engaged Learning

FACILITATED BY: JEANNE HOLCOMB
AND KELLY BOHRER

1 – 2:15 P.M.

LTC Forum 044



30 THURSDAY

FES: Green Dot: Bystander Intervention, Sexual Violence Prevention, and Empowerment to Make a Difference

FACILITATED BY: KRISTEN ALTENAU,
JESSICA HOELTING, AND ALECIA SMITH
1 – 2:15 P.M.

LTC Forum 044

31 FRIDAY

CARMA: Organization Studies: Is Ours a Hard Science?

FACILITATED BY: RON LANDIS, ILLINOIS
INSTITUTE OF TECHNOLOGY

NOON – 1:30 P.M.

LTC TeamSpace 020, light lunch served

NOVEMBER

4 TUESDAY

FES: Generating and Deepening the Learning in Experiential Learning: Theory, Practice, and Strategies of Critical Reflection

FACILITATED BY: KELLY BOHRER

10 – 11:15 A.M.

LTC Forum 044

TAGS: Global Education Seminar, South America: Faculty Development through a Year-Long Exploration of Argentina and Peru and Internationalization at the University of Dayton

FACILITATED BY: DR. LINDA HARTLEY,
DR. MARYBETH CARLSON, DR. HEATHER
MACLACHLAN

2:00 – 3:00 P.M.

LTC TeamSpace 020

5 WEDNESDAY

E-Learning: Managing Online Discussions with the Forums Tool

FACILITATED BY: JERRY TIMBROOK

10:00 – 11:00 AM

LTC Forum 044

6 THURSDAY

TAGS: Assessing Non-Native English Speakers across the Disciplines

FACILITATED BY: COLLEEN GALLAGHER
(TEACHER EDUCATION)

1:30 – 2:45 P.M.

LTC Forum 044

11 TUESDAY

E-Learning: Recording Lectures for On-Demand Delivery with Snagit

FACILITATED BY: JERRY TIMBROOK/
LEAH BERGMAN

10:00 – 11:00 AM

LTC Forum 044

FES: Trustworthy Leadership: A Mini-Retreat

FACILITATED BY: DONNA COX

3 – 4:15 P.M.

LTC Forum 044

18 TUESDAY

E-Learning: Isidore 101 - Getting Started with Isidore

FACILITATED BY: PAUL DAGNALL

9:00 – 10:00 AM

LTC Forum 044

20 THURSDAY

E-Learning: Isidore 201 - Advanced Uses and Tools

FACILITATED BY: PAUL DAGNALL

9:00 – 10:30 AM

LTC Forum 044

21 FRIDAY

CARMA: Lab vs. Field OB: Do Findings Converge?

FACILITATED BY: JASON A. COLQUITT,
UNIVERSITY OF GEORGIA

NOON – 1:30 P.M.

LTC TeamSpace 020, light lunch served

DECEMBER

3 WEDNESDAY

E-Learning: Creating and Delivering Online Exams with Isidore

FACILITATED BY: LEAH BERGMAN

2:00 – 3:00 PM

LTC Forum 044

10 WEDNESDAY

E-Learning: Getting Acquainted with the Isidore Gradebook Tools

FACILITATED BY: LEAH BERGMAN

10:00 – 11:00 AM

LTC Forum 044

LTC AT-A-GLANCE

PHONE: 937-229-4898

EMAIL: LTC@udayton.edu

ACADEMIC AFFAIRS AND LEARNING INITIATIVES (AALI)

DEB BICKFORD
*Associate Provost for Academic
Affairs and Learning Initiatives;
Director, LTC*

SUE KRISKO
AALI Administrator

ANDREA MEYER WADE
Communications

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NITA TEETERS
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JUSTIN SWANN
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DEANNA ARBUCKLE
*Disability Services and Assistive
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BRENDA COOPER
Assistant Director

DUDE COUDRET
Assistant Director

ERIN GIBBS
Test Coordinator

BETH LANTZ
Data Specialist

KELLY WARREN
IT Specialist

ZELDA SMITH
Learning Initiatives Coordinator

YA YOU
International Student Education Specialist

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STEVE WILHOIT
Director

CHRISTINA KLIMO
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