

Spring 1-1-2015

## LTC Newsletter

University of Dayton. Ryan C. Harris Learning Teaching Center

Follow this and additional works at: [http://ecommons.udayton.edu/ltc\\_newsletter](http://ecommons.udayton.edu/ltc_newsletter)

---

### Recommended Citation

University of Dayton. Ryan C. Harris Learning Teaching Center, "LTC Newsletter" (2015). *LTC Newsletter*. Book 22.  
[http://ecommons.udayton.edu/ltc\\_newsletter/22](http://ecommons.udayton.edu/ltc_newsletter/22)

This Book is brought to you for free and open access by the Ryan C. Harris Learning Teaching Center at eCommons. It has been accepted for inclusion in LTC Newsletter by an authorized administrator of eCommons. For more information, please contact [frice1@udayton.edu](mailto:frice1@udayton.edu), [mschlangen1@udayton.edu](mailto:mschlangen1@udayton.edu).

# LTC NEWSLETTER

SPRING 2015 UNIVERSITY OF DAYTON

A large, stylized number '50' in a light gray color, serving as a background for the main title. The number is composed of several overlapping rectangular and circular shapes. The top horizontal bar of the '5' contains a photograph of a brick building with a tower. The bottom horizontal bar of the '5' contains a photograph of a green lawn and a building. The circular part of the '0' contains a photograph of a tree with red blossoms. The top horizontal bar of the '0' contains a photograph of a magnolia flower. The bottom horizontal bar of the '0' contains a photograph of a magnolia flower.

TH

## ANNIVERSARY

*“... Our University believes  
that learning and teaching  
are our purpose and so we  
invest our most important  
resources in this place of  
experimentation and care.”*

**JOHN GEIGER**  
*former University of Dayton provost*





## INSIDE THIS ISSUE

- 01 LTC 15TH ANNIVERSARY
- 02 STUDIO FELLOWS  
PROGRAM REVITALIZED  
SPRING 2015 FES
- 03 LEARNING AND TEACHING AT UD—  
LOOKING BACK, LOOKING AHEAD
- 05 ACTING ON SET RESULTS TO  
IMPROVE FACULTY TEACHING AND  
STUDENT LEARNING: FIRST STEPS
- 06 READING GROUPS
- 07 RESOURCES FOR USING STUDENT  
EVALUATION FEEDBACK
- 08 A STUDENT'S REFLECTIONS ON THE  
COMMON ACADEMIC PROGRAM
- 09 SAVE THESE DATES FOR SPRING
- 10 WORKING WITH STUDENTS WHO  
ARE HARD OF HEARING
- 11 JOIN ONE OF THE NEW FITZ  
CENTER "COLLABORATION ON  
THE BUS" EVENTS
- 13 TEACHING WITH TWITTER
- 14 A DIVERSE COMMUNITY OF  
SCHOLARS ACHIEVING EXCELLENCE
- 15 THE FUTURE OF LEARNING AND  
TEACHING: THE NEXT 15 YEARS
- 16 CALENDAR OF EVENTS

# LTC 15TH ANNIVERSARY

When the Ryan C. Harris Learning Teaching Center (LTC) first opened its doors to business one snowy morning in early January 2000, some of our furniture had not yet arrived and the Blend was not yet open. By that day, the LTC had been a long time in coming, and had involved many people in its planning. During the 1995–1996 academic year, then-Associate Provost John Geiger worked with the University’s Teaching Consultants, the Faculty Development Committee, the Dean of Libraries, and the director of the Learning Assistance Center (the precursor to today’s Office of Learning Resources) to develop a document proposing the establishment of a Learning Teaching Center. In that document, the mission of the Center was clear: Help students learn from teaching, and help faculty teach for learning. During several open forums, faculty could contribute ideas and comment on the evolving proposals.

By the time the Center opened in 2000, Geiger had become the Provost, and discussions were taking place which ultimately would result in Vision 2005, the University’s first written strategic plan. This document characterized UD as a Learning Village, an exciting learning community. The heart of that community was seen as its faculty, and the soul of the community, dialogue among faculty and students. The Learning Teaching Center would be a place where that dialogue could occur, facilitated by the University’s growing electronic network. The LTC would serve a critical role in pursuing the strategic initiatives of Vision 2005 by enhancing learning and connectedness on campus. The LTC would provide an informal, “non-institutional” space for faculty and students to connect and interact, to browse, and to reflect, as well as access to professionals who could consult with faculty on various needs.

The University had hosted pedagogical workshops and presentations

for decades, so faculty development was nothing new. However, the LTC brought faculty development, instructional technology, service learning and student learning services under one roof to create an environment in which those working in each area could collaborate to improve the quality of learning and teaching on campus. The LTC brought together people from many different units and gave them a common goal of innovating to create value in the learning process of students, faculty, and staff. To build on the metaphor of the Learning Village, the LTC could be viewed as a “Village Meeting Place,” or town square. It wouldn’t be the only or even the most important place where people meet on campus, but it would serve as neutral space for connective and supported work. And it housed the university’s first student-run coffee bar, the Blend, to support experiential learning with food and caffeine.

## LTC 15TH ANNIVERSARY QUIZ

Test your mettle and start the New Year with a quiz:

- 1 What function previously occupied the space now known as the LTC?
- 2 What guiding document put in place the ideas that led to the creation of the LTC?
- 3 One of the areas moving into the LTC involved a change in reporting relationship. What was the area and what was the reporting change?
- 4 What is the origin and significance of the LTC logo adorning the wall behind the front desk?
- 5 What room in the LTC was formerly called the “Collaboratory” and what was its original purpose?
- 6 Bonus question 1: What is the symbolism behind the stripes in the LTC’s carpet?
- 7 Bonus question 2: What food chain located on the southwest corner of Alberta and Stewart was razed around the time Keller Hall was built?

ANSWERS ON PAGE 18

## STUDIO FELLOWS PROGRAM REVITALIZED



MICHELLE PAUTZ

In the busy routine of the semester, it is easy to forget that teaching is far from a solitary endeavor. Indeed, we are all part of the community here that educates our students. With these sentiments in mind, the LTC's new Studio Fellows program is designed to build community among faculty who opt to teach in the Studio.

Starting this spring, faculty who teach in the Studio will come together in a community of practice to foster innovation and reflection in the classroom. The faculty members who applied during the fall semester also chose to participate in one of three tracks. Some want to focus on conducting research and publishing in the scholarship of teaching and learning literature, so they are working together. Another group is anxious to use technology in new and innovative ways and are collaborating on technology in the classroom. And a third group will work one-on-one with a teaching mentor as they focus on specific dimensions of their teaching. The faculty members in each track will meet several times over the course of the semester to discuss shared interests and detail successes and failures. Through ongoing conversation and reflection, this program will help build a broader community of educators who learn from one another.

Stay tuned for an announcement inviting applications for the second cohort of Studio Fellows in fall 2015. More information about the Studio Fellows program is available at: [www.udayton.edu/ltc/development/studio.php](http://www.udayton.edu/ltc/development/studio.php). If you are interested in the Studio Fellows program or have questions, please contact Dr. Michelle Pautz, LTC Fellow, at [mpautz1@udayton.edu](mailto:mpautz1@udayton.edu).

## SPRING 2015 FES

### JANUARY 21

*Knowledge Hub: changing the way students use the library (Facilitated by Hector Escobar, Steve Wilhoit, Heidi Gauder and Christina Klimo)*

**NOON – 1:15 P.M.**

LTC Forum 044, light lunch served

The session will cover background, creation of the Knowledge Hub, services provided and the integrated services model, data from fall 2014, and outcomes and future possibilities for the Knowledge Hub.

### FEBRUARY 3

*Community-Engaged Scholarship: Understanding Foundations and Developing Collaborations (Facilitated by Kelly Bohrer and faculty panel)*

**1:30 – 2:45 P.M.**

LTC Forum 044

This FES workshop includes both information sharing and a panel discussion on

the topic of community-engaged scholarship (broadly speaking). A panel of five faculty will talk about their own experience with various “types” of community-engaged scholarship, ranging from community-based action research to research grounded in collaboration with community and from scholarship associated with using service learning in the classroom to students participating in research with community issues.

*The following will be shared:*

- 1 Defining terms and sharing common values
- 2 Listing skills for engaged research – how-to skills and what to know to do this effectively (and what skills it can offer students)
- 3 Examples from five faculty panelists

SEE Spring PAGE 4

# LEARNING AND TEACHING AT UD— LOOKING BACK, LOOKING AHEAD

The Alumni Awards in Teaching and Scholarship—which were established 20 years before the LTC opened—offer opportunities for faculty to recognize their colleagues for outstanding work. Two current employees who received the Teaching Award in the LTC’s early days—Don Pair, associate dean in the College of Arts and Sciences, and Teri Thompson, professor in the Department of Communication—recently reflected on the changes they’ve seen as UD has moved to becoming a learning-centered campus.

Pair and Thompson have very different early memories of the LTC and its purpose. “My earliest memories are of the process” of the onset of the LTC, said Pair, who was teaching in the Department of Geology. “(Then-provost) John Geiger said, ‘We need one of these, and we’re going to create one and carve it and staff it.’” Pair recalled the originality of the LTC classrooms, where “voice was given to the idea that curricular innovation was still ensuring student learning, but there was still space for innovation to take place...suspending the (evaluation) metrics,” in reference to the opportunity for faculty to teach in experimental ways without student evaluations.

Thompson’s understanding of the LTC, on the other hand, came more through the story of its namesake, Ryan C. Harris, and his dream of access for all students. “I understood that (the LTC) allowed students to utilize assistive technology in the learning and testing processes. As someone who is very concerned about disability issues, I found that of great value,” she said.

Pair, who won the award in 2000, and Thompson, the 2002 recipient, both pointed to their work directly with students as the reason for their respective selections. Pair identified his skills as a “good listener,” his passion for involving students in field work, and his consideration of students as “colleagues in research.” Thompson noted that she was “engaging the students in the learning process before the term ‘engagement’ was in vogue, and...showing contagious enthusiasm in the classroom.”

In addressing what has changed the most in the last 15 years in terms of good teaching, Thompson pointed to technology and the fact that, “many people have learned to use it well.” Thompson noted that most PowerPoint presentations being used in the early 2000s were ineffective. “I think that it has now become a useful tool. Certainly much other technology is also now used effectively in the classroom, which was much less likely to be the case in 2000,” she said.

Pair’s perspective on the changes in good teaching focused on UD’s position in several areas. “As an institution, we’ve formally moved toward a model that embraces student learning,” Pair said. “We’re poised to formally embrace experiential learning as a curricular vehicle, and we’re poised to embrace the things to educate students that go on outside of class, such as community and campus partnerships.”

When asked to predict what good teaching would look like in 2030, both Thompson and Pair indicated expectations for scholarship in teaching and learning. “...I see continued improvement in education at UD as faculty more fully incorporate both the learning strategies that are encouraged by the (LTC) staff and the increased understanding of how the brain and learning work that are related to effective education,” Thompson said.

Pair added, “We will have solved the riddle of where experiential and co-curricular learning fit into the undergraduate experience. The differentiation between undergraduate, graduate, and certificate boundaries will fall away, and we will figure out what true interdisciplinary and multidisciplinary education is.” Ω



on how they are involved with community-engaged research/scholarship, where they receive grants from, where they publish, how it is recognized/rewarded

- 4 Forming communities of support/learning—what would be helpful for participants as they explore this and/or move forward with doing this type of scholarship
- 5 Q and A

#### FEBRUARY 16

*From HIR learning outcomes to evidence: The potential of community engaged learning (Facilitated by Kelly Bohrer)*

**10:00 – 11:15 A.M.**

LTC Forum 044

In this FES, participants will explore ways in which community-engaged learning can be used with students to achieve the Habits of Inquiry and Reflection (HIR) learning outcomes in a CAP course. With a short presentation to establish common ground and much discussion, participants will learn about and explore strong alignment between learning objectives, community-engaged learning experiences, and student-learning assessment. Specific examples of community-engaged learning experiences will be shared, and there will be discussion about how to obtain and assess student-learning artifacts to align with the outcomes.

#### FEBRUARY 24

*Intercultural documentary: The Dialogue (Facilitated by Sangita Gosalia)*

**NOON – 1:45 P.M.**

LTC Meeting Space 028, light lunch served

This 68-minute documentary follows four American and four Chinese university students as they travel together through

Hong Kong and Southwest China. Their shared travel adventures, emotion of culture shock, honest confrontations and discoveries about each other become doorways to deepen their understanding of the world and of themselves.

Following the film participants will have an opportunity to have an open discussion about the film and engage with a student panel.

#### MARCH 2

*Academic (Dis)Honesty and the Future of Learning Assessment (Facilitated by a faculty/staff panel)*

**1:00 – 2:15 P.M.**

LTC Meeting Space 028

A panel from various units will discuss ways to design courses and assignments to discourage or eliminate academic dishonesty and promote academic integrity among students. Those in attendance are encouraged to join the discussion and share examples and concerns.

#### MARCH 17

*Portfolios for Assessment, Reflection and Evidence (Facilitated by Jan Herrelko)*

**3:00 – 4:15 P.M.**

LTC Studio 042

Composing portfolios is a learning task that requires the author to report a practice and reflect on its effectiveness. Professors can determine what is to be included in a portfolio, which makes it appropriate for academic and service learning. The session will be interactive by providing examples and then having the participants share what content they would require students to put into a portfolio and how they would have students

SEE Spring PAGE 6

### 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](http://www.udayton.edu/ltc/development/faculty_exchange_series.php)

# ACTING ON SET RESULTS TO IMPROVE FACULTY TEACHING AND STUDENT LEARNING: FIRST STEPS

Last fall the University began administering Student Evaluation of Teaching (SET) online. The new online SET instrument is designed to gather information on instructional practices that research indicates are highly correlated with student learning. Acting thoughtfully on the SET results can help you improve your teaching and enhance your students’ learning. Here are a few first steps you can take.

**READ ALL OF THE RESULTS CAREFULLY**  
First, be sure to read all of the results. While the new SET instrument will provide you with numerical results from eight prompts, students can also write comments concerning each of those prompts. In addition, there are four open-ended prompts at the end of the survey. In most cases, you will be receiving many more written comments from your students than you used to receive with the old SET instrument, many tied directly to the eight core prompts. So, reading all of the comments carefully is crucial to interpreting the SET results.

**REFLECT ON THE SET RESULTS IN TERMS OF YOUR COURSE GOALS**  
As you consider what the SET results might mean or are telling you about your teaching, focus first on the course’s student learning outcomes. How can the SET results inform your efforts to achieve those outcomes more effectively? What aspects of your teaching seem directly linked to the student learning outcomes you established for the class? Focusing on the relationship between the SET and the student learning outcomes can help you interpret and act on the results more effectively.

**IDENTIFY BOTH STRENGTHS AND WEAKNESSES**  
It’s human nature—we all tend to pay more attention to the “bad” SET results we receive than we do to the “good” ones. Even if 90% of the student comments about a class are positive, the 10% that are not seem to have a greater, more-lasting impact on us. However, if our goal is to use SET results to improve our teaching and our students’ learning, paying attention to both the positive and the negative results is important.

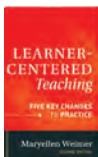
High ratings on a prompt and positive student comments help us understand what we should continue doing or build on in a course. Low ratings on a prompt and negative student comments help us understand what we might change to make our teaching more effective.

**ORGANIZE THE RESULTS**  
The SET results report you will receive after you turn in course grades will already be organized—all the numerical scores will be presented in graphs and all of the written comments to each prompt listed. However, as you read over the results, see if it makes more sense to reorganize them around themes that emerge. For example, if several students comment on the quality of the textbooks used in the class—positively or negatively—in response to several different prompts, consider grouping those together for closer study. Regrouping results can help you make better sense of the feedback and may also help you avoid overlooking stray comments.

**LOOK FOR PATTERNS**  
One comment or one set of numerical scores from one student tell you very little about your teaching or your students’ learning—certainly not enough to alone justify changes to your teaching or course. Instead, look for patterns in the results. Do all or the majority of students rate the same prompt in a similar or identical way? In the open-ended questions, does a refrain emerge, a comment or suggestion that is repeatedly voiced by students, though in slightly different ways? Patterns of response should give you pause; you should carefully consider what they are telling you, especially if the same patterns emerge in SET results from different classes you teach or in classes semester to semester.

**TARGET SPECIFIC AREAS TO WORK ON**  
If, based on the SET result, you decide to make changes in one or more courses or in the way you teach, move forward





### DISCUSSION DATES

THURSDAYS

11:00 A.M. – 12:15 P.M.

Team Space

February 12, 19, 26

March 12, 19, 26

## READING GROUPS

### LEARNER-CENTERED TEACHING: FIVE KEY CHANGES TO PRACTICE, 2ND EDITION

BY MARYELLEN WEIMER (JOSSEY-BASS, 2013)

Facilitated by ELIZABETH HARRISON

(LTC/Office of Learning Resources)

Maryellen Weimer's *Learner-Centered Teaching* "focuses attention on what the student is learning, how the student is learning, the conditions under which the student is learning, whether the student is retaining and applying the learning, and how current learning positions the student for future learning." The first edition of her book (2002) was very influential in the move to recognize student learning as the heart of the work of college teaching. This second edition is updated with more practices and the current research that supports them.

Join colleagues in this reading group discussion to explore what learner-centered teaching means for our students, our courses, and ourselves. Participants will have the opportunity to discuss the ideas in the book with Maryellen Weimer on March 26 while she is on campus to help celebrate the 15th anniversary of the opening of the LTC.

To register, visit [udayton.edu/ltc/development/reading\\_groups.php](http://udayton.edu/ltc/development/reading_groups.php).

### FROM Spring PAGE 4

reflect upon that evidence. Rubrics for grading will be done at the end for participants to clearly grasp the assessment portion of this practice.

#### MARCH 19

*Academic (Dis)Honesty and the Future of Learning Assessment (Facilitated by a faculty/staff panel)*

3:00 – 4:15 P.M.

LTC Forum 044

A panel from various units will discuss ways to design courses and assignments to discourage or eliminate academic dishonesty and promote academic integrity among students. Those in attendance are encouraged to join the discussion and share examples and concerns.

#### APRIL 14

*Integrating Diversity and Social Justice with Courses, Initiatives, and Community (Facilitated by Kelly Bohrer, Sawyer Hunley and a faculty/staff panel)*

3:00 – 4:15 P.M.

LTC Studio 042

Faculty who have received the diversity and social justice grant will share what

they are successfully doing in the classroom, challenges, lessons learned, etc. The session will also include sharing of best practices by faculty and staff whose positions on campus fully integrate issues of diversity and/or social justice.

#### APRIL 16

*Incorporating Multiple Intelligence Theory Into the Classroom (Facilitated by Tricia Hart)*

1:00 – 2:15 P.M.

LTC Forum 044

This workshop examines Multiple Intelligence (MI) theory, with activities where attendees assume the position of ELL (English Language Learners) students. Attendees take a multiple intelligence test to realize their learning preferences, and then analyze how these preferences influence their teaching techniques. The attendees then form groups and brainstorm MI activities for teaching writing and grammar. Participants will leave with a plethora of motivational activities for their learners. Ω

# RESOURCES FOR USING STUDENT EVALUATION FEEDBACK

Adapted from “Some Guidelines and Principles to Consider In Making Sense of Evaluation Feedback” by Kathy Hoover-Dempsey, Associate Professor, Psychology & Human Development, Peabody College.

**VANDERBILT UNIVERSITY**  
<http://cft.vanderbilt.edu/guides-sub-pages/student-evaluations/>

## WHEN CONSIDERING STUDENT EVALUATIONS:

- Pick a time when you can digest at least some of the information, have privacy, and can give yourself some mental ‘space’ to analyze the information.
- Track quantitative results. Consider how the summary rating received for each item fits with your own teaching goals and your department’s expectations for teaching.
- Look for patterns in comments—identify trends, what you have done well and what needs improvement.
- If you are new to teaching, the school, or even the course, you may still be learning about course design, teaching skills, student interaction, and departmental expectations.
- Take the context and characteristics of your course into account. Research shows that student evaluations often are more positive in courses that are smaller rather than larger, and elective rather than required. Also, evaluations are usually more positive in courses in which students tend to do well.

## WHEN DEALING WITH NEGATIVE STUDENT FEEDBACK:

- Know that almost all faculty members receive negative feedback at some point.

- Allow yourself to acknowledge that it can feel hurtful or make you angry, but also provides a pointer toward important areas for your continued development.

## WHEN DECIDING HOW TO FURTHER YOUR DEVELOPMENT AS A TEACHER:

- Bear in mind the most frequently mentioned areas for teaching improvement in analysis of student evaluations within and across universities: 1) clearer, more specific in-class communication; and 2) clearer, more explicit organization of course content.

## WHEN PLANNING STEPS TO IMPROVE THE FEEDBACK YOU RECEIVE IN EVALUATIONS, CONSIDER THE FOLLOWING OPTIONS:

- Use one minute evaluations at the end of selected class sessions, asking students to note the main idea they learned that class, or two ideas about a major construct considered, or a question about content, and so forth.
- Give a “midterm evaluation,” using the official university form or one you have created, to check how the class is progressing and gain information to make changes.
- Talk with the class about interim feedback, and put into practice one of their suggestions.
- Before the final course evaluation, explain to the class the importance you place on their input.

---

## A STUDENT'S REFLECTIONS ON THE COMMON ACADEMIC PROGRAM

8

In Spring 2014, two more courses were approved as Common Academic Program (CAP) courses—SEE 401: Sustainability Research I and SEE 402: Sustainability Research II. The courses existed prior to CAP approval and were revised to fulfill the Crossing Boundaries Integrative and Advanced Philosophical Studies (SEE 401), and fulfill the Crossing Boundaries Practical Ethical Action and Advanced Philosophical Studies (SEE 402) components.

A student letter written for future students and sent to the faculty who were teaching these courses expresses how they impacted his learning and life beyond the classroom. These courses are examples of the way that the Common Academic Program has been influenced by and influences UD's distinctive learning culture.

"One semester ago, I sat facing a board scribbled with a number of different focuses through which I could route my class experience. I had the power to choose any one of them. I have never had that possibility in any of my other classes. The choice was mine as to what I was going to learn about for a whole semester. On top of that, what I centered my attention on was a real problem, involving real people. My work in the class had the potential to do something significant. As my semester ends, I look back and realize that I've accomplished and learned more than I expected.

"My work in this class was devoted to graphically analyzing TCE ground and air concentrations in the area surrounding and to the southwest of a company and researching remediation techniques. I also managed to make two good friends and gained some organizational skills. In the grand scheme of the problem, we really only scratched the

surface. We ended the semester with news that clean up at the site was at a standstill, meaning one semester wasn't going to solve this problem. It also meant that our results will only be the start of a collection of work done on the project. I also observed the value in presenting information. We produced good results and have quite a few computer files but without being broadcasted they are useless. The semester may be over but the project my group has been working on remains unresolved and in legal limbo.

"Over the course of a semester, I have learned that real life is a struggle. There are unforeseen hardships and never simple solutions. In relation to the organization in my project, the people living southwest of the plant have no control over where the plume goes and are feeling the effects of someone else's mistake and ignorance. They are entitled to good health just as much as everyone else. Change should be happening and improvement should be farther along. Instead the needed change is placed on a back burner to simmer until the money comes through. Money may be the root of all evil, but it is also the root of progress. I also got a glimpse of how much time and effort is needed when you are trying to "change the world" or at least a small part of it. One semester is hardly enough time to see any significant development in a project like mine. Finally reaching the point of clean up will take years and requires a stubborn desire to accomplish good. This semester, for me, was a window into the real world.

"You should approach this coming semester, or maybe year, as chance to do some good. I came into the class just trying

---

SEE *Reflections* PAGE 11

---

SAVE THESE DATES FOR SPRING!

All adjunct faculty are invited to the spring semester **Adjunct Faculty Workshop** from 8:30 – Noon on **Saturday, February 7, 2015**, in the LTC Forum. Registration and agenda information will be available in January.

Faculty Lunch Conversation:

Scholarship and IT

Join us for lunch and conversation February 12 about how Information Technology services can better support UD’s faculty and staff in the pursuit of research and scholarship. We will meet from Noon – 1:15 in KU Ballroom. Please register at [go.udayton.edu/facultyitlunch](http://go.udayton.edu/facultyitlunch). We will showcase initiatives such as UD’s ultrahigh speed connection to the Internet2 global research network, the recent improvements to the campus network for high-volume data transfers in the sciences, library services for scholars, video conferencing, Ohio Super-computer access, and options for storage and data protection.

Sponsored by: Graduate Academic Affairs, Vice President for Research, University Libraries and Udit. Please register at [go.udayton.edu/facultyitlunch](http://go.udayton.edu/facultyitlunch).

As part of its 15th anniversary celebration, the LTC is bringing **Maryellen Weimer, author of Learner-Centered Teaching** and many other print and online publications, to campus for the **week of March 23**. Watch Porches and your email for opportunities to participate in workshops and discussions while she is here—for starters, see page 6 for details about the SP15 reading group that will focus on the new edition of her book.

To build on what Maryellen begins, the LTC will sponsor a **two-day workshop** titled **Teaching for Transformation: A Summer Institute on Active Learning** May 12–13 and again on June 2–3. Join faculty from across the university to explore strategies and techniques that can help us create stronger, more effective learning environments for our students. Look for email announcements with more information and registration.

The **2015 SOCHE ED conference** is **April 17, 2015**, at the Dayton Art Institute. The LTC will pay registration fees for the first 10 faculty who contact Susan Brown ([sbrown4@udayton.edu](mailto:sbrown4@udayton.edu)), faculty development coordinator, by January 28. For more information about SOCHE ED and to register, visit [www.soche.org/soche-ed-conference](http://www.soche.org/soche-ed-conference).

STANDER SYMPOSIUM DATES:

**Tuesday, January 20, 2015**

Online registration begins.

**Monday, March 9, 2015**

Deadline to submit project proposals.

**Wednesday, April 8, 2015**

Celebration of the Arts

8 p.m., Schuster Center downtown Dayton

Pre-show activities begin at 6:30 p.m.

**Tuesday, April 14, 2015**

Mass of the Holy Spirit

12:05 p.m.

**Wednesday, April 15, 2015**

Day at the Stander

8 a.m. to 5 p.m., UD Campus Locations

SEE Save PAGE 15

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](http://LTC.udayton.edu) to schedule your events.



## WORKING WITH STUDENTS WHO ARE HARD OF HEARING

FROM THE LTC'S OFFICE OF LEARNING RESOURCES (OLR)

UD will have for the next several years a number of students with hearing impairments. Some of those students will be using **Communication Access Realtime Translation (CART)** and/or **C-Print services** in their classes to facilitate their acquisition of information; at this time, none of the students who have identified themselves to OLR uses American Sign Language. The information that follows is intended to help all of us in the campus community think about how we can facilitate these students' learning and to familiarize everyone with CART and C-Print services.

Students who are deaf or hard of hearing may use a wide range of services depending on the language or communication system they use. "Hard of hearing" refers to individuals who may use speech, lip reading, and/or hearing aids to enhance oral communication. For those who use lip reading, only 30–40% of spoken English is comprehensible even for someone who is highly skilled.

Hearing aids or amplification systems may include public address systems and transmitter/receiver systems with a clip-on microphone for the instructor or speaker. Students may use Signed English, cued speech, oral translators, CART, or C-Print services in the classroom. These are visual systems that enhance the reception and expression of spoken English.

Students will vary widely in their listening and oral communication skills. For people who are deaf or hard of hearing who choose to speak, internal feedback mechanisms are limited and therefore vocal control, volume, and articulation may be affected. These secondary effects are physical and should not be viewed as mental or intellectual weaknesses.

CART provides written display of everything said in class, word for word. A CART Provider sits next to the student in class and types into a stenotype machine using machine shorthand. Computer software translates that shorthand into real time captions that are displayed on a computer monitor in front of the student. The process is instantaneous and allows the student to be an active participant in class. The student is provided with an electronic or print copy

of the transcript after the class. C-Print is a type of CART service in which the Provider produces a condensed or summarized display (and transcripts) of what is said in class.

### FAQs

**Q:** How will having CART or C-Print services in my classroom affect my class?

**A:** If you have a student in your class who has requested CART or C-Print services, a CART/C-Print Provider will attend every class that the student attends. The Provider will bring equipment, usually a computer, keyboard or stenotype machine, and one or two monitors.

**Q:** Where will the CART/C-Print Provider stand or sit?

**A:** The Provider needs to sit next to the student and near an electrical outlet. The Provider should be seated close enough to the instructor so that the student can see both the instructor and the monitor at the same time.

**Q:** When will I know that a CART or C-Print Provider has been assigned to my classroom?

**A:** The LTC's Office of Learning Resources will send an email to instructors before the beginning of each semester or as soon as the student requests CART/C-Print services during the semester.

**Q:** What are the CART/C-Print Providers' responsibilities in the classroom?

**A:** It is the CART Providers' responsibility to write out, verbatim, everything said in class including lectures and class discussions. The C-Print Provider's responsibility is to summarize in writing everything said in class.

**Q:** Can the CART/C-Print Provider "help out" in the classroom?

**A:** CART/C-Print Providers are not an extra pair of hands to help pass out papers or move furniture. Their job is to facilitate communication for a particular student or students. In addition, the CART/C-Print Provider should not be regarded as the students' companion, tutor, or keeper.

**Q:** How do I talk to a deaf or hard of hearing student when the CART/C-Print Provider is working?

**A:** Talk directly to the student, not the

# JOIN ONE OF THE NEW FITZ CENTER “COLLABORATION ON THE BUS” EVENTS

In response to the positive outcomes of the October 31 Community Engagement Collaboration Open House, the community engaged learning team of the Fitz Center is providing a new opportunity for faculty. Join 13 other colleagues and four of our community partners for a “Collaboration on the Bus” event to learn more about a particular social issue area, how it is impacting our community, how community partners are responding to the issue and working with local citizens, and how you can collaborate with our partners to leverage community assets, meet identified needs, and address community priorities.

We are thrilled to offer this new opportunity to further catalyze collaborations between the University of Dayton and our community partners in Dayton. There will be four bus outings, each covering a different issue area. We will explore the impact of the issue area and how to collaborate for positive change by hearing from our community partners (on the bus with us) and by visiting their sites (community partners on the bus for each outing are from organizations that are intimately involved with the issue area). Please pick up to two areas of interest and RSVP for a “Collaboration on the Bus” event.

For more information or to register, contact Lauren Evans (evansl2@udayton.edu).

**Schedule:**

**Thursday, January 8, 2015**

1:30 p.m. – 5 p.m.  
Health Access and Care

**Thursday, March 5, 2015**

1:30 p.m. – 5 p.m.  
PK-12 Education

**Thursday, April 2, 2015**

1:30 p.m. – 5 p.m.  
Immigration and Refugees

**Thursday, May 7, 2015**

1:30 p.m. – 5 p.m.  
Food insecurity and urban farming



**FROM *Reflections* PAGE 8**

to satisfy a cluster requirement. I left the class glad that I was a part of it. This class bridges the gap between college and real world. You have the potential to bring positive change into the world. The work done on the projects is not in vain and is not busy work; the research and planning all goes toward something more than a grade. Know, also, that you have very valuable resources in Dr. Fouke and Sukh. The two really are a powerful tag team. Dr. Fouke’s empathy and ethics and Sukh’s scientific and worldly knowledge are remarkable. To get the most out of the class, pick a project that interests you and realize that this class is a chance to stomp around in the problems facing life today.

“To Sukh and Dr. Fouke: I enjoyed the class and hope that I will find another one like it. Both of you helped make my experience a good one.

“Each day I live on campus I realize more and more that college life is not real living. It is a step up from living at home but there is still that protective bubble to separate me from the outside world. Days go by and world events happen without me noticing sometimes. This class allowed me to explore what was outside the sanctuary that is UD. My project taught and rewarded me as I hope yours will you.

—Anonymous Ω

Provider, to preserve the person-to-person relationship. Speak at a normal rate.

- Strategies to facilitate deaf/hard of hearing students' learning
- Ideally the classroom seating arrangement should allow students to face the instructor and other students.
- In class, use a computer and projector or write on the board to display instructions, assignments, an outline of a lecture, and important terms in the class material. Reinforce oral directions with written ones or with other visual cues. Beware of giving procedural information while handing out papers, etc. Make sure such information is provided visually as well as aurally.
- Use visual examples when explaining concepts; keep terminology consistent.
- During class discussions, encourage students to respond one at a time.
- Repeat questions from the class before answering.
- Use captioned films and videos. If there are no captions in the materials you have chosen, choose another video or DVD that is captioned or provide students with a transcript of the audio.
- Try not to use tape recorders, records, or other purely audio formats as primary instructional media. If you need to use audio formats, provide students with a written transcript of the content.
- Do not speak when facing the board. Do not speak with anything in your mouth, and keep your hands away from your face while speaking. Face the student whenever possible.
- Position yourself with light behind the listener. Be familiar with the light sources in the room and try to ensure that your face is always lit while speaking. Be aware that speech reading is a tiring task.
- Avoid exaggerated lip movements. Speak in complete sentences.
- If you have difficulty understanding the student, ask him/her to repeat what was said.
- Be aware that the academic problems of many students are related to their language impairment, not a lack of intelligence. For example, spelling is based on auditory information. Students with hearing impairment may not sound out or recognize unfamiliar words and may have difficulty with common spelling.

To ask questions or for more information, contact OLR at 937-229-2066 (229-2059 TTY for deaf/hard of hearing callers) or visit the OLR website at [www.udayton.edu/ltc/set/](http://www.udayton.edu/ltc/set/).

conservatively. Consider which changes are most likely to impact student learning positively and develop a strategy for implementing one or two. The next term, see if these changes impact the students' evaluation of the course. If you make too many changes at the same time and SET results improve (or fail to improve), you cannot identify why. You cannot easily determine which of the many changes you made impacted the results.

#### CONSULT AVAILABLE RESOURCES

When deciding how to interpret or act on SET results, it often helps to talk with trusted colleagues. Share your results with a peer and together discuss their meaning or potential impact on your teaching. The LTC has mentors available to discuss SET results with you—experienced faculty from across the curriculum. If you are interested in this service, contact the LTC's Coordinator of Faculty Development Susan Brown ([sbrown4@udayton.edu](mailto:sbrown4@udayton.edu)). The LTC website also has resources on SET you might find helpful (<https://www.udayton.edu/ltc/set/index.php#>).

# TEACHING WITH TWITTER

ART JIPSON, CRIMINAL JUSTICE STUDIES PROGRAM

Faculty interest in using social media has grown significantly in the last several years. As an early adopter to online education models and tools, I thought that I might demonstrate some of the reasons that I use the communication service known as Twitter in the classroom. Now in the interest of full disclosure, I have used Twitter personally since 2007. I also maintain multiple professional Twitter accounts. For example, in the last five years I have established accounts for the Criminal Justice Studies Program at UD, Your Tuesday Afternoon Alternative (a radio program on WUDR), and various music projects. Most recently I have created Twitter accounts for the Self and Community in the Twenty-First Century LLC and for several classes. Like many faculty, my involvement with Twitter has been steered by a concern about not overwhelming students who are already inundated by massive amounts of online information and helping them to separate meaningful content from less helpful information.

Assisting student reflection on the use of online services, software and overall activity has become a necessary characteristic of instruction. If a teacher is going to use a service like Twitter (or Instagram or Pinterest, among many other possible tools), one has to carefully craft a rationale about what will be shared, when it will be shared, and how it will be shared. Of course, how information is shared on Twitter is already determined by the nature of the service.

Twitter requires brevity. Twitter posts can be no longer than 140 characters (including spaces). This brevity has been quite useful for me in using Twitter in my classrooms. In order to demonstrate what

have been the most useful aspects of Twitter in my instruction, allow me to follow the Twitter format below. This is not an effort to be cute or annoying, rather when discussing the features and use of Twitter—it serves as a useful lesson. I will use my Twitter account from my current Popular Culture class as a device to demonstrate my points.

Here are some ideas about using Twitter, presented in a Twitter-friendly format:

- What is useful and helpful about #Twitter for #classroom #instruction?
- The use of the #hashtag can be a way to #organize classroom information for #students that is shared via #Twitter
- First, Twitter can be an #effective way to #share links that students #follow for other #information!
- Twitter supports #updates, #announcements, #notices and other important #time sensitive information to be #shared with #students immediately
- Twitter can assist answering simple #questions that require yes/no answers. #Twitter is not a useful tool for answering #complex questions.
- Twitter can illustrate where additional #classroom discussion is necessary to #empower students or clarify unknown ambiguities about content
- Twitter is a perfect service for students who use their mobile devices to access class relevant content. There are many good apps #hootsuite” Ω

<sup>1</sup> Estimates have ranged from forty to fifty percent of faculty members used social media in their classrooms in some way in 2013.

## 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  
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 04.24.15



## A DIVERSE COMMUNITY OF SCHOLARS ACHIEVING EXCELLENCE

PATTY ALVAREZ, PH.D.

ASSISTANT DEAN OF STUDENTS/DIRECTOR OF MULTICULTURAL AFFAIRS

The vision statement for the Office of Multicultural Affairs (OMA), *A Diverse Community of Scholars Achieving Excellence*, describes multiple communities at the University of Dayton. The multicultural student community consists of talented students who are achieving excellence inside and outside of the classroom. Faculty and staff from across campus regularly lend their expertise, talents, and time to support student success. This article will highlight several examples of collaboration between faculty and OMA to foster student success. Faculty and staff have also achieved important academic, personal, and/or University goals as a result of these partnerships!

**Co-Curricular Programming for Students:** Faculty members offer students extra credit for attending and reflecting on a specific event. OMA partners with individuals from across campus to provide a variety of co-curricular opportunities each year, which includes faculty-led discussions during the following: Hispanic Heritage Month, Native American Heritage Month, Black History Month, and Asian and Pacific American Heritage Month. Programming opportunities also occur in January in recognition of the Rev. Dr. Martin Luther King Jr. Leadership and intercultural learning and engagement experiences are also offered.

**Event Participation/Facilitation:** Faculty members are regularly invited to lead discussions or serve on a panel to share their expertise and perspective. Contact an OMA staff member if you have a program idea or if you would like to be considered for a future event.

**Faculty Office Hours:** Faculty from Math, Chemistry, and English meet with students on a weekly basis in OMA. Weekly office hours are also held by staff from Career Services, the Center for International Programs, and the Counseling Center. The Write Place offers writing assistance to students during Wednesday evening study tables in OMA. Holding office hours in OMA is a great way for

you and your students to meet in a new space. This is also an excellent way to engage in more direct outreach with multicultural students.

**Faculty/Staff Student Mentor Program:** If you are interested in increasing your engagement with students outside of the classroom, become a mentor to an undergraduate student. Mentors and mentees usually meet once a month. In addition, OMA offers at least two events each semester for faculty, staff, and student participants.

**OMA Workshops:** Partners in the Classroom—Faculty members can submit a request for an OMA staff member to facilitate a diversity and leadership workshop for one of their classes. The workshops are designed to assist students in increasing their cultural knowledge of themselves and others. The workshops also provide opportunities for engaging in critical dialogue.

**Change Agents:** *Courageous Conversations through Dialogue*—This brown bag series provides faculty, staff, and students the opportunity to participate in critical dialogue around difference and social justice. The facilitators conduct icebreakers, team builders, and a dialogic experience around a different topic per session so that participants can learn new strategies that can be used in other settings. The series is sponsored by OMA, the Office of Student Leadership Programs, Housing & Residence Life, and the Fitz Center for Leadership in Community.

Visit <http://oma.udayton.edu> or contact Patty Alvarez, Ph.D., assistant dean of students/director of Multicultural Affairs, to learn more about these opportunities. Students, faculty, and staff can also “join” the OMA listserv to receive weekly updates regarding OMA events: 1. Visit [www.orgsync.com](http://www.orgsync.com). 2. Select Sign Up and the University of Dayton. 3. Enter your UD username and password.

Please do not hesitate to contact Patty Alvarez if you are interested in collaborating with OMA around an existing or new initiative. Ω

# THE FUTURE OF LEARNING AND TEACHING: THE NEXT 15 YEARS

A SERIES OF FORUMS FOR DISCOVERY AND CONVERSATION

In marking the 15th anniversary of the opening of the Ryan C. Harris Learning Teaching Center, we are hosting a conversation forum during the spring 2015 semester that explores what the next 15 years hold for learning and teaching. Faculty and staff are welcome to attend as many of the sessions as possible. Some key observations are shared at the beginning of each session, but extensive time will be dedicated to open discussion and idea sharing. What will learning and teaching look like in the next 15 years, and how will we grow and adapt to these changes? Come for congenial but thought-provoking discussions of what the future could or should look like. Campus thought leaders will be invited to each session to offer their insights.

**EXAMPLES OF TOPICS TO BE DISCUSSED:**

- Re-conceptualizing seat time with the flipped classroom
- Online and face-to-face are blurred with blended learning
- Future of the textbook
- Physical design and furnishing of the future classroom
- New forms of literacy
- Impact of artificial intelligence
- Academic honesty and rigor
- Competencies-based learning

- New electronic learning tools
- Analytics and personalization of learning
- Alternative forms of credentialing
- Changing learning needs of students
- Changing roles of faculty

**LOCATION AND TIME:** LTC Studio, Fridays at 3 p.m. with wine and cheese served:

- January 23
- January 30
- February 13
- February 27
- March 20
- March 27
- April 10

Registration is not necessary...but please mark the dates on your calendar and attend as many sessions as you can or as few as you are able.

A Google Drive folder will be used to collect and distribute contemporary citations, articles and web resources to help foster conversation. Structured like a wiki, this collaborative resource can help any UD faculty and staff member participate in this conversation, even if they are unable to attend the meetings. To join this wiki, offer suggested topics or to ask questions, please contact David Wright at [dwright1@udayton.edu](mailto:dwright1@udayton.edu).

**FROM Save PAGE 9**

For over 25 years, the Stander Symposium has acted as an annual showcase where both undergraduate and graduate students are invited to showcase their research, creative endeavors and academic achievements. We celebrate the symposium as a day of alternate learning by canceling all regularly scheduled courses and meetings-instead inviting the whole University to engage in conversation, learning and panel discussions-outside of the classroom.

**Free Breakfast**

8 to 9:30 a.m., RecPlex, Main Gym

**Poster Sessions**

RecPlex, Main Gym

9 – 10:30 a.m. Session I

11 a.m. – 12:30 p.m. Session II

**Oral presentations, panel discussions, performances and visual arts displays**

8:30 a.m. – 5 p.m.,

Various Campus Locations

**Stander Symposium closing reception & Annual Horvath Awards presentation**

5 – 7 p.m., Gallery 249, Fitz Hall



## SPRING 2015 : LTC CALENDAR OF EVENTS

### JANUARY

#### 16 FRIDAY

*E-Learning: Isidore 101 – Getting Started with Isidore*

FACILITATED BY: PAUL DAGNALL

**1:00 – 2:00 P.M.**

LTC Team Space 020

#### 20 TUESDAY

*E-Learning: Boosting Student Engagement with Clickers*

FACILITATED BY: JERRY TIMBROOK

**3:00 – 4:00 P.M.**

LTC Meeting Space 028

#### 21 WEDNESDAY

*FES: Knowledge Hub: Changing the Way Students Use the Library*

FACILITATED BY: HECTOR ESCOBAR, STEVE WILHOIT, HEIDI GAUDER AND CHRISTINA KLIMO

**NOON – 1:15 P.M.**

LTC Forum 044, light lunch served

#### 27 TUESDAY

*E-Learning: Getting Acquainted with the Isidore Gradebook Tool*

FACILITATED BY: LEAH BERGMAN

**3:00 – 4:00 P.M.**

LTC Team Space 020

#### 30 FRIDAY

*CARMA: Research Methods Issues in Academic-Practitioner Collaborative Research*

FACILITATED BY: JEAN M. BARTUNEK, BOSTON COLLEGE

**NOON – 1:30 P.M.**

LTC Team Space 020, light lunch served

#### DESCRIPTIONS AND REGISTRATION INFORMATION

**TAGS programming in the LTC listed under FES**

**FOR FACULTY EXCHANGE SERIES (FES),**  
See Newsletter p. 7 or visit: [www.udayton.edu/ltc/development/faculty\\_exchange\\_series.php](http://www.udayton.edu/ltc/development/faculty_exchange_series.php)

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

**FOR E-LEARNING,** visit: [www.udayton.edu/udit/communications\\_collaboration/e-learning/training](http://www.udayton.edu/udit/communications_collaboration/e-learning/training)

**FOR CARMA WEBINARS,** visit: [www.udayton.edu/ltc/development/carma.php](http://www.udayton.edu/ltc/development/carma.php)

*E-Learning: Isidore 201 – Advanced Uses and Tools*

FACILITATED BY: PAUL DAGNALL

**1:00 – 2:30 P.M.**

LTC Meeting Space 028

### FEBRUARY

#### 3 TUESDAY

*FES: Community-Engaged Scholarship: Understanding Foundations and Developing Collaborations for Success*

FACILITATED BY: KELLY BOHRER AND FACULTY/STAFF PANEL

**1:30 – 2:45 P.M.**

LTC Forum 044

#### 5 THURSDAY

*E-Learning: Teaching Virtually with Collaborate*

FACILITATED BY: JERRY TIMBROOK

**2:00 – 3:30 P.M.**

LTC Forum 044

#### 10 TUESDAY

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

FACILITATED BY: JERRY TIMBROOK AND LEAH BERGMAN

**3:00 – 4:00 P.M.**

LTC Meeting Space 028

#### 16 MONDAY

*FES: From HIR Learning Outcomes to Evidence: The Potential of Community Engaged Learning*

FACILITATED BY: KELLY BOHRER

**10:00 – 11:15 A.M.**

LTC Forum 044

#### 19 THURSDAY

*E-Learning: Google Docs and Isidore*

FACILITATED BY: JERRY TIMBROOK AND LEAH BERGMAN

**12:00 – 1:00 P.M.**

LTC Meeting Space 028, light lunch served

#### 23 MONDAY

*E-Learning: Creating and Delivering Online Exams with Isidore*

FACILITATED BY: LEAH BERGMAN

**11:00 – 12:00 P.M.**

LTC Meeting Space 028

#### 24 TUESDAY

*FES: Intercultural Documentary: The Dialogue*

FACILITATED BY: SANGITA GOSALIA

**12:00 – 1:45 P.M.**

LTC Meeting Space 028, light lunch served



## 27 FRIDAY

CARMA: *Data Mining in Behavioral Research*  
FACILITATED BY: JEFFREY M.  
STANTON, SYRACUSE UNIVERSITY  
**NOON – 1:30 P.M.**  
LTC Team Space 020, light lunch served

CARMA: *The Use of Remote Sensors  
for Measuring Group Processes  
and Emergent States*  
FACILITATED BY: JOHN HOLLENBECK,  
MICHIGAN STATE UNIVERSITY  
**1:30 – 3:00 P.M.**  
LTC Team Space 020

## MARCH

### 2 MONDAY

FES: *Academic (Dis)Honesty and the  
Future of Learning Assessment*  
FACILITATED BY:  
FACULTY/STAFF PANEL  
**1:00 – 2:15 P.M.**  
LTC Meeting Space 028

*E-Learning: Adding Audio & Video  
to your Online Course*  
FACILITATED BY: JERRY TIMBROOK  
AND LEAH BERGMAN  
**2:00 – 3:00 P.M.**  
LTC Forum 044

### 10 TUESDAY

*E-Learning: Managing Online Discussions  
with the Forums Tool*  
FACILITATED BY: JERRY TIMBROOK  
**10:00 – 11:00 A.M.**  
LTC Forum 044

### 17 TUESDAY

FES: *Portfolio for Assessment,  
Reflection, & Evidence*  
FACILITATED BY: JAN HERRELKO  
**3:00 – 4:15 P.M.**  
LTC Studio 042

### 19 THURSDAY

*E-Learning: Using the Lessons Tool:  
A Dynamic Way to Create Online  
Course Modules*  
FACILITATED BY: JERRY TIMBROOK  
AND LEAH BERGMAN  
**11:00 – 12:00 P.M.**  
LTC Forum 044

FES: *Academic (Dis)Honesty and the  
Future of Learning Assessment*  
FACILITATED BY:  
FACULTY/STAFF PANEL  
**3:00 – 4:15 P.M.**  
LTC Forum 044

## 24 TUESDAY

*E-Learning: Getting Acquainted with the  
Isidore Gradebook Tool*  
FACILITATED BY: LEAH BERGMAN  
**10:00 – 11:00 A.M.**  
LTC Forum 044

## APRIL

### 2 THURSDAY

*E-Learning: Isidore 101 - Getting  
Started With Isidore*  
FACILITATED BY: PAUL DAGNALL  
**10:00 – 11:00 A.M.**  
LTC Forum 044

### 9 THURSDAY

*E-Learning: Recording Lectures for  
On-Demand Delivery with Snagit*  
FACILITATED BY: JERRY TIMBROOK  
AND LEAH BERGMAN  
**10:00 – 11:00 A.M.**  
LTC Forum 044

### 10 FRIDAY

CARMA: *Endogeneity in Strategy Research*  
FACILITATED BY: TREVIS CERTO,  
ARIZONA STATE UNIVERSITY  
**NOON – 1:30 P.M.**  
LTC Team Space 020, light lunch served

CARMA: *A Simple Test of Moderated  
Mediation*

FACILITATED BY: ANDREW HAYES,  
THE OHIO STATE UNIVERSITY  
**1:30 – 3:00 P.M.**  
LTC Team Space 020

### 14 TUESDAY

*E-Learning: Creating and Delivering Online  
Exams with Isidore*  
FACILITATED BY: LEAH BERGMAN  
**2:00 – 3:00 P.M.**  
LTC Team Space 020

FES: *Integrating Diversity and Social Justice  
with Courses, Initiatives, and Community*

FACILITATED BY: KELLY BOHRER,  
SAWYER HUNLEY AND  
FACULTY/STAFF PANEL  
**3:00 – 4:15 P.M.**  
LTC Studio 042





## 16 THURSDAY

*E-Learning: Isidore 201 - Advanced  
Uses and Tools*

FACILITATED BY: PAUL DAGNALL

**10:00 – 11:30 A.M.**

LTC Forum 044

*FES: Incorporating Multiple Intelligence  
Theory Into the Classroom*

FACILITATED BY: TRICIA HART

**1:00 – 2:15 P.M.**

LTC Forum 044

### Some FES Fun Facts

- The Faculty Exchange Series began in 1998. Before the LTC opened, the earliest sessions were held in Kennedy Union.
- More than 400 Faculty Exchange Series sessions have been held since 1998.
- More than 6,000 registrations have been made by faculty and staff to attend the Faculty Exchange Series.
- The most popular FES topics since its inception in 1998 include: UD's future / Internationalization / Marianist education / Diversity / Promotion and tenure / Academic and student affairs partnership

### LTC Anniversary Quiz Answers:

- 1 Albert Emanuel, now home to the majority of our Enrollment Management Division, was the location of the Law School prior to Keller Hall; it was connected to Roesch Library by a tunnel which still exists to this day. The connection was important because the Law Library was located on the ground floor of Roesch Library where the LTC currently exists. If you knew this, you have probably been at UD for more than 20 years!
- 2 Vision 2005
- 3 The Learning Assistance Center, the precursor to the Office of Learning Resources, moved from Student Development to the Office of the Provost.
- 4 The Faculty Development Committee in 1998–1999 worked with a class from Visual Arts to develop a symbol for the LTC, at that point a concept only. Several students presented different logos, and the Faculty Development Committee then selected the one they believed best captured our collective imagination about the LTC created

by Deanna Cook. The letters L, T, and C each sport a different design—one traditional, one architectural, and one like a brushstroke, to capture the combined elements of tradition and innovation that embody the LTC's physical space.

- 5 "Meeting Space." The purpose of the Collaboratory was to use computer technology to explore new models and best practices for enhancing the productivity of teams and committees in problem analysis and decision-making. This effort was led by psychology professor Ken Graetz as part of the Educational IT group in the LTC.
- 6 The carpet stripes are in alignment with the grid of Roesch Library. The internal buildings comprising the offices are at a 30 degree angle, signifying a shift in perspective, like the shift in perspective from teaching to learning.
- 7 Frisch's Big Boy. Some of you may have seen the original neon sign for the restaurant in Visual Arts Professor Fred Niles' office; he saved it from a likely dumpster demise.

## LTC AT-A-GLANCE

PHONE: 937-229-4898

EMAIL: [LTC@udayton.edu](mailto: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*

---

### COMMON ACADEMIC PROGRAM (CAP)

---

SAWYER HUNLEY  
*Assistant Provost for CAP*

JUDY OWEN  
*Data and Assessment Coordinator*

---

### CURRICULUM INNOVATION AND E-LEARNING: 229-2117

---

DAVID WRIGHT  
*Director*

JANE WESTENDORF  
*Senior Administrative Assistant*

IT TRAINING: 229-2137

MIKE MCCLURE  
*IT Training Specialist*

E-LEARNING LAB: 229-5039

RYAN ALLEN  
*Associate Director of E-Learning*

DAVID BAUER  
*Web Developer*

LEAH BERGMAN  
*E-Learning Specialist*

PAUL DAGNALL  
*Application Developer Administrator*

JERRY TIMBROOK  
*E-Learning Specialist*

MEDIA ARCADE: 229-2676

JOHN LECOMTE  
*Senior E-Media Specialist*

JUSTIN SWANN  
*IT/Technology Support Specialist*

---

### FACULTY AND LEADERSHIP DEVELOPMENT

---

SUSAN BROWN  
*Faculty Development Coordinator:  
229-3309*

MARY GAIBLE  
*Program Support Specialist: 229-5670*

---

### LEARNING TEACHING CENTER

---

PATTY LAMB  
*LTC Coordinator*  
DAVID THOMAS  
*Night Coordinator*

---

### OFFICE OF LEARNING RESOURCES: 229-2066

---

BETH HARRISON  
*Director*

DEANNA ARBUCKLE  
*Disability Services and Assistive  
Technology Coordinator*

BRENDA COOPER  
*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*

ROB HAYS  
*Learning Services GA*

---

### WRITING, RESEARCH, AND NEW MEDIA: 229-5317

---

STEVE WILHOIT  
*Director*

CHRISTINA KLIMO  
*Write Place Coordinator*



UNIVERSITY of  
DAYTON

RYAN C. HARRIS LEARNING  
TEACHING CENTER  
GROUND FLOOR, ROESCH LIBRARY  
+ 1302

