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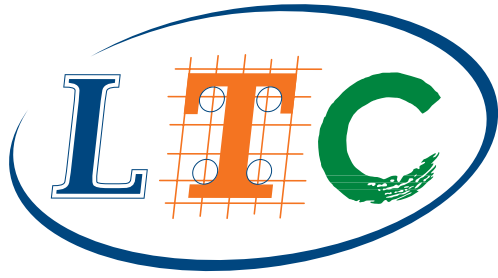
Spring 1-1-2010

LTC Newsletter

University of Dayton. Ryan C. Harris Learning Teaching Center

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Creating an Inclusive Classroom to Build Cultural and Diversity Competencies

Jack Ling (Institutional Diversity and Inclusion) and David J. Wright (LTC, Office of Curriculum Innovation and E-Learning)

The University of Dayton Vision of Excellence (2005) calls for the promotion of multicultural and international learning. In the classroom, faculty should create an environment that is conducive for all students to not only learn on a level playing field but to also contribute to the social dynamics that enrich the learning experience for students and instructor-alike. But how does one create this type of inclusive classroom?

Cultural and diversity competencies can be expressed in the design of a course (including readings, case studies, examples, topics, and assignments), pedagogical approaches and normal student performance evaluation and outreach. Faculty should model appropriate behaviors such as including all students in discussions and by using language that does not discriminate or suggest bias, but rather encourages open dialogue. Ultimately the classroom should be safe for all students, so that they feel completely able to contribute their own ideas.

A faculty member should pay deliberate attention to how variables such as student age, race, ethnicity, gender, different abilities, and learning styles can impact learning. Regular assessment feedback to the instructor can be extremely helpful to provide classroom climate information and to subsequently guide the actions of the instructor.

Attention should be paid to the fact that students participate differently in the classroom. For example, Asian American and Asian students have a tendency to find disagreeing with, arguing with, or challenging the teacher to be disrespectful. They may prefer quiet attentiveness, indirect and nonverbal communication over active verbal participation; and they may rely on self-discipline and persistence as coping methods. African American students, on the other hand, may prefer an oral mode of presentation in learning, learning quickly through hands-on experience and interpersonal exchanges and group learning. Both Asian and African American students may prefer to view things in their entirety — not in separate pieces. Asian and Latino American students may also seem modest in their way of asking questions or seeking for clarification. Asian, Latino and Native American students may all benefit from visual learning, especially when language may be a potential barrier; and they may value and seek connections with their history and traditions.

Generally, different students may excel on different types of in-class activities and out-of-class assignments. They will learn better when information is presented in a variety of ways and modalities. The more verbal students may dominate conversations in the classroom, and less verbal learners may seem marginalized or disinterested in a

In This Issue

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Creating an Inclusive Classroom
(continued from previous page)

classroom that fosters verbal exchange. Students with a learning disability may have significant trouble following a lecture-discussion oriented class, and look to have more written and visual presentations. The more quiet students or students that value self-sufficiency may not seek assistance and fall behind.

Within the inclusive classroom students and instructors will be able to co-create meaning and to develop cultural and diversity competencies in the following ways:

- **Deal with ambiguity and the lack of clear comfortable answers**
  Develop: *Tolerance and patience*

- **Deal with complexity and shift between cultural paradigms**
  Develop: *Analytical and creative skills*

- **Know what one does not know and learn to understand what others expect**
  Develop: *Humility, self-reflection, and skills of genuine inquiry*

- **Recognize the limitations of one's own assumptions and worldview**
  Develop: *Objectivity, critical and reflective skills, knowledge of other worldviews*

- **See issues from another perspective**
  Develop: *Maturity beyond an egocentric/ethnocentric orientation*

- **Empathize with the feelings of someone from a different culture, and communicate recognition, respect and care**
  Develop: *Interpersonal sensitivity, language and communication skills*

- **Find common ground, and generate possibilities to formulate mutual understanding and solutions (together)**
  Develop: *Relational, collaborative skills*

- **Adapt one's own view or position to new knowledge and experience**
  Develop: *Openness to self-transformation and change*

Cultural and diversity competency can be defined as an ability to know how to learn about differences and how to behave in different cultural environments.

Promoting Multicultural and International Learning

"*Our Catholic identity calls us to embrace a universal perspective on life. This makes multicultural and international learning essential. We embrace and reflect a worldview that includes the full spectrum of cultures in our region, our nation, and the world. We are committed to the development of a rich multicultural environment at home and rigorous and rewarding programs of study beyond our campus.*"

From: University of Dayton Vision of Excellence, 2005

In conclusion, culturally- and diversity-competent teachers do not teach in one primary way or expect students to learn or behave in a homogeneous fashion. Such instructors do not design a syllabus to fit a particular student group or an imagined universal student audience. They seek assistance and feedback from students and colleagues when appropriate to build an inclusive learning environment where all students can succeed and contribute in a community of learners. ■

The Office of Multicultural Affairs:
Culture, Learning and Support!

Within the Division of Student Development, the particular mission of the Office of Multicultural Affairs is to provide direct services to multicultural students through programs that support their academic, social, spiritual, and personal development. Through partnerships with other university departments, the Office establishes the following goals:

1. To ensure the academic success of students during their transition to college and support their continued academic achievement through graduation.

2. To build community by creating a more inclusive campus environment and by addressing the cultural needs of multicultural students.

3. To offer opportunities for learning, leadership, and service outside the formal academic curriculum.

Photograph by Paul Adams

The Office of Multicultural Affairs (OMA) offers a variety of programs and services to provide individual and collective support to culturally diverse students. Ultimately, the staff of OMA aims to retain these students through graduation and to help ensure a positive University of Dayton experience. The OMA staff also provides supplemental academic counseling, addresses students' personal concerns, and advocates diversity. Additionally OMA coordinates retention initiatives, sponsors multicultural-based programs, advises student organizations, and maintains appropriate communication with families. A bilingual staff member is also available to assist Spanish-speaking students and their families. Although OMA has historically worked with African-American and Latin-American populations, any student is welcome to benefit from the program and services offered.

Academic support is offered to students by way of supplemental advising, intervention, and workshops. The Office of Multicultural Affairs works in collaboration with faculty, and other academic and student service offices to address students' individual needs to ensure their academic success. Partners in this mission of excellence and student learning include the LTC, the Center for International Programs, School of Business Administration, School of Engineering, and the College of Arts and Sciences. The LTC will be collaborating with OMA to help disseminate information through workshops and Faculty Exchange Series sessions, as well as LTC newsletter articles. ■

Staff Affiliated with the Office of Multicultural Affairs

Sherry Williams,
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Daria-Yvonne Graham, Assistant
Director of Multicultural Affairs

Jessica Gonzalez, Assistant
Director of Multicultural Affairs

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Specialist - School of Business

Aaron Witherspoon, Academic Success
Specialist - College of Arts & Sciences

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How to Improve Your Courses with Student Feedback:
Sign Up for the Midterm Instructional Diagnosis

Need some insight into your student's thoughts about your class and how you can help them learn? Try the Midterm Instructional Diagnosis (MID). This is offered each semester to all faculty and results can be insightful; the MID provides the feedback to instructors on what is working in a class and what needs to improve. Students have praised the process because it communicates faculty interest in their learning. The process is voluntary, confidential and formative. **The deadline to submit a MID request for the spring semester is Friday, January 29.**

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

If you have any questions, please contact Lora Butcher at *Lora.Butcher@notes.udayton.edu* or call 229.3309. More information on the MID and a request form can be found at: *http://LTC.udayton.edu/development/mid.htm*. ■

Announcing the LTC Innovation Grants for 2009-10

This past fall, faculty were invited to submit a proposal to the LTC Innovation Grants Committee for possible funding. The grants exist to support proposals that promise to design, implement, and evaluate new modes of teaching and learning that are more effective and productive, and to support individuals as they work on projects to enhance learning. To be eligible for a grant, one does not have to be working in or with the LTC, but it is hoped that the recipients take advantage of the resources of the LTC. The Committee will showcase the efforts of the grants awarded by creating forums in the LTC and other formats in order to help the campus community benefit from the findings of the grantees.

The UD Graduate School made funding available to support two grant proposals that addressed issues pertaining to graduate education. These additional funds are intended to promote innovation in graduate-level courses and program development. This year's committee members were: Jaro Bilocerkowycz (Political Science), Corinne Daprano (Health and Sport Science), Shannon Driskell (Mathematics), Chuck Edmonson (Engineering Technology), Susan Gardstrom (Music), Elizabeth Harrison (interim-chair, LTC, Student Learning Services), William Lewis (Management and Marketing), and students Shayn Roeder and Jacob Rosen.

Proposals funded this year are:

Development of an On-Line Masters Program in Renewable and Clean Energy

Kevin Hallinan and Andrew Chiasson (Mechanical and Aerospace Engineering)

This grant will: 1) develop three wholly on-line two credit hour courses for students seeking entrance to the program but lacking the appropriate background for success in the new Masters in Renewable and Clean Energy Program; and, 2) develop processes for both synchronous and asynchronous delivery of courses to be delivered both on-campus and via the Internet, particularly focusing on distance collaboration processes for the design oriented projects which are central to nearly all of the courses present in this program.

Cultural Immersion Program for SOEAP Graduate Students

Susan Davies Gfroerer (Counselor Education and Human Services)

This project addresses the University of Dayton's vision of promoting muilticultural and international learning. In collaboration with the Center for International Programs, an elective cultural immersion experience will be designed for graduate students in the School of Education and Allied Professions through a three-credit hour "multicultural counseling" course. The course will include: 1) a two-week international experience; 2) pre and post-trip on-line (via Isidore) discussions, readings, and assignments; and, 3) pre and post-trip face-to-face meetings with instructor and classmates. Additionally, data will be collected on the knowledge and skills gained by participants in comparison to students who take a traditional version of the multicultural counseling class. The research component of this project will be conducted in collaboration with another university offering a similar immersion experience.

Promoting Deep Student Learning with Anatomical Models

Shirley Wright (Biology)

Human Anatomy Lecture and Laboratory are two exciting new courses in the UD Department of Biology. Anatomy is very difficult to learn due to a massive new vocabulary and need for three-dimensional (3-D) understanding of anatomical structure. While textbooks and computer-aided instruction are very good two-dimensional learning tools, they become more powerful when coupled with 3-D models. Students' deepened learning of anatomy and enhanced long term recall are the expected benefits of the 3-D models.

Diversity Across the Curriculum Workshop

Patricia Johnson (Alumni Chair in Humanities and Philosophy)

Funding will support the development of a Diversity Across the Curriculum Workshop to enable faculty to gain understanding and knowledge about issues of diversity and inclusion while working on instructional materials used in the classes they teach. The Workshop will: enroll 10-12 participants, be housed in the Ryan C. Harris Learning Teaching Center, and will be offered at least once each academic year. Participants will meet on a weekly basis for 12-13 weeks, read and discuss pertinent materials related to theory and pedagogical practice, and develop and critique curricular modules and innovations designed for specific courses.

Re-recognizing the Earth Underfoot: Exploring the Hidden Ecology of Our Own Backyard Through Student Engagement and Community Partnership

Ryan McEwan (Biology) and Daniel Fouke (Philosophy)

Permission has been granted to create an outdoor natural area on the East side of Stuart Hill which will be used to engage students in sound practices of land management. The site will be used to explore ways to use native plants which build soil fertility and provide habitat in urban landscapes. It will also enable students and faculty to study and monitor changes in the soil and to make visible ecological processes which are essential to land health.

The University of Dayton Advanced Physics Lab: Optical Tweezers

Yiqiong Zhao (Physics)

This grant will expose students to the cutting edge areas of "hot" science and allow students to actually experience them in real life. Optical tweezers is one of these cutting edge research areas which enables significant interdisciplinary applications with particular success in biophysics and bioengineering. This project will build an optical trap for the undergraduate laboratory enabling all high-level undergraduate students in the Physics Department to experience this novel technology and let them control this powerful tool.

Enhancing Instruction with Interactive Whiteboards

Virginia Keen (Mathematics)

We will visit four elementary schools where teachers are using interactive whiteboards (IWB) on a near-daily basis. This will allow us to see how teachers are using white boards to enhance the teaching of mathematics and build on this experience to create curricular materials for prospective teachers utilizing the power of technology in educative ways. By developing skills with the use of IWBs and sharing this knowledge with colleagues, students will reap benefits and everyone involved will have a richer learning experience.

Geoconservation – An Interdisciplinary and International Collaborative Course in Science, Sustainability, and Cultural Heritage

Michael Sandy (Geology)

Geoconservation is a newly emerging, truly integrative subdiscipline in the sciences forming connections with the humanities, arts, education, and cultural and social history. The main goal of this project is to develop a new and innovative disciplinary, globally-oriented, and inter-institutional undergraduate course in Geoconservation in collaboration with an established program in Geoconservation in Romania. A lasting educational and cultural contribution of this course in the Dayton community will be the establishment of local Geoparks.

Human Rights Studies Program: Developing the Capstone Course

Natalie Florea Hudson (Political Science)

This project involves researching and developing the senior capstone course for the newly established Human Rights Studies (HRS) undergraduate degree program. The project plans to address the learning objectives, curricular development, student advising, assessment, and faculty development necessary to create an exceptional senior capstone experience for HRS majors. It will also serve as a case study for other departments, particularly those in the social sciences, seeking to create a capstone experience in the context of CAP discussions. Findings from this project will be presented to the Political Science faculty for discussion as the Department explores the development of a senior capstone experience. ▪

SOCHE Conferences and Workshops

The Southwestern Ohio Council for Higher Education is dedicated to advancing higher education in the region through active collaboration, resource and knowledge building, and effective professional development programs. Faculty wishing to attend these events should contact Lora Butcher about registration details at 229.3309. The SOCHE Web site also contains information about specific events (*http://www.soche.org*).

**Special Topics Forum
"Greening the Curriculum: Classroom, Co-op, and Career"**
Thursday, February 18
Location: TBA

Higher Education Conference
Friday, March 26
Location: Sinclair Community College

Role of Higher Education in Community and Economic Transition
Monday, April 5
Location: The Ohio State University

Wright State University's "Quest for Community"
Friday, April 9
Location: Wright State University

Faculty Development Roundtable
Thursday, April 15
Location: Antioch College

Leadership UD:
Ten Years of Helping to Cultivate Leadership Capabilities at UD

Leadership UD is celebrating its tenth year! Within the context of our Catholic and Marianist traditions, Leadership UD is designed to cultivate leadership capabilities and a leadership mindset among high interest/high potential University of Dayton faculty and professional staff, regardless of their career path or current position. A combination of faculty and staff (up to 25 total per year) are nominated by Vice Presidents and Deans to participate. Programming for the first year of Leadership UD takes place over the fall and spring semesters; the group meets ten times in a seminar setting in addition to an overnight kick-off retreat in September. Programming is led by a Development Team of fifteen dedicated past cohort members.

Including this year's cohort, 203 people have participated in the program. Of the 203, 61 have been faculty and 142 have been staff. Thirty of the 203 have left the university for other opportunities.

Nominations are accepted in March. If you are interested in learning more about the program, visit *http://LTC.udayton.edu/LUD/index.htm* or call Mary Gaible at 229.5670. Interested in being considered for our eleventh cohort? Let your supervisor or chair or dean know. They will be making their selections in February or March. ■

2009-2010 Leadership UD Cohort

Ryan Allen (UDit), Laura Bistrek (School of Engineering), Trevor Collier (School of Business Administration), Brett Collins (Financial & Administrative Services), Dave Conard (Campus Ministry), Jennifer Creech (School of Business Administration), Betsy Donahoe-Fillmore (School of Education & Allied Professions), Jen Duwel (Human Resources), Tim Fry (UDRI), Clare Glaser (Student Development), Beth Harrison (Learning Teaching Center), Carole Hinders (Roesch Library), Jacinta Mergler (School of Education & Allied Professions), Megan Pease (Athletics), Jason Reinoehl (Enrollment Management), Scott Schneider (School of Engineering), Cindy Shafer (College of Arts & Sciences), Carlos Stewart (Student Development), Shawn Swavey (College of Arts & Sciences), Bill Turri (UDRI), Andrea Wade (Office of the Provost), Matt Willenbrink (UDRI)

A Sampling of Reactions from Past Participants:

" I learned about areas of the University that I never would have had the opportunity to learn about otherwise. I have established a support network of colleagues and friends that I believe will support me throughout my career. I enjoyed and learned a lot from the leadership chats with the various leaders at UD, many of whom I would not have had the opportunity to talk with in a small group other than this program. "

" I expected that by participating in Leadership UD, I would build a network of colleagues and associates, gain a better understanding of UD from its current leadership and learn more about Leadership at UD as well as general leadership skills that I could apply to myself both personally and professionally to make me a better person as a whole. I feel that each was met and the experience is irreplaceable. "

" The most valuable thing I learned: I am really glad to be here at UD. I am surrounded by some of the most talented, sincere, dedicated, and caring people I have ever met. I cannot imagine a better place to be. "

Reading Group
Grown Up Digital: How the Net Generation is Changing Your World

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

This reading group will be facilitated by David Wright and will explore the many ideas that emerge from reading the book *Grown Up Digital: How the Net Generation is Changing Your World* by Don Tapscott. The LTC will cover the cost of the book in exchange for your agreeing to attend each of the four facilitated discussion sessions.

The Net Generation is a broad age group of children, students and young adults of 11 to 30 years of age. You have seen them doing five things at once: texting friends, downloading music, uploading videos, watching a movie on a two-inch screen, and doing who-knows-what on Facebook or MySpace. They are the first generation to have literally grown up digital – and they are part of a global cultural phenomenon that is here to stay.

In a previous book, Don Tapscott wrote of how children were growing up in the presence of a technology-rich environment. In this new book, he explores how these digital natives are now moving through college and into the workplace. You do not need to have read the earlier book to find value in *Grown Up Digital*. If you are a Baby Boomer or Gen-Xer, this is your field guide.

Today's young people are using technology in ways you could never imagine. Instead of passively watching television, the "Net Geners" are actively participating in the distribution of entertainment and information. For the first time in history, youth are the authorities on something really important. They are changing every aspect of our society from the workplace to the marketplace, from the classroom to the living room, from the voting booth to the Oval Office.

Instead of a bunch of spoiled "screenagers" with short attention spans and zero social skills, the Net Generation is a remarkably bright community which has developed revolutionary new ways of thinking, interacting, working, and socializing.

Don Tapscott is Chairman of the nGenera Innovation Network and an adjunct professor of management at the Joseph L. Rotman School of Management, University of Toronto. He is an international bestselling author or coauthor of eleven books, including *Wikinomics, Paradigm Shift*, and *The Digital Economy*.

To register for this reading group, please contact Lora Butcher at *Lora.Butcher@notes.udayton.edu* or call 229.3309. ■

Wednesdays
3:00 - 4:15 PM

2/10 -- LTC, TeamSpace
2/24 -- LTC MeetingSpace
3/10 -- Kennedy Union 311
3/24 -- LTC MeetingSpace
4/07 -- LTC MeetingSpace

Faculty and Leadership Development Journals Available Online

Did you know that many faculty and leadership development journals are available online?

Several are linked from our LTC Web site: *http://LTC.udayton.edu/development/journals.html*

Numerous general and discipline-specific journals focused on professional development (including learning, teaching and curricular innovations) can also be accessed as a service of Roesch Library. For example, there is a subset of the EBSCO database dedicated to professional development journals. Simply go to the Roesch Library Web site at *http://library.udayton.edu,* and browse for *Databases --> By Title --> P --> Professional Development Collection*. You can then peruse individual journals (by clicking *Publications*) or you can search on a term you are interested in.

Here is a sample of the journals found in this database:

- *About Campus*
- *Academic Leader*
- *Change*
- *Distance Education*
- *Higher Education*
- *Liberal Education*
- *New Directions for Higher Education*
- *New Directions for Teaching and Learning*

There are many others, with most being dedicated to specific disciplines or a particular aspect of academic life. Check it out! ■

Faculty Exchange Series

The Faculty Exchange Series (FES), introduced in the fall of 1998 and sponsored by UD's Faculty Development Committee, is facilitated by faculty and staff from our campus community and provides opportunities for exploration of issues and topics important to UD faculty. The subjects and topics are generated and hosted by faculty and staff through a proposal process. Topics range from instructional issues to programmatic, curricular, scholarship, or campus life issues – anything that would foster faculty growth and professional development, and enhance the quality of work life.

Except as noted, the sessions offered will take place in the Ryan C. Harris Learning Teaching Center (LTC), located on the ground floor of Roesch Library. We hope you take these opportunities to discover what the LTC has to offer you and your students. To attend one or more of these sessions, please contact Lora Butcher, Faculty Development Coordinator, at 229.3309 or *Lora.Butcher@notes. udayton.edu.*

FE1 Project-Based Learning

Hosted by: Natascha van Hattum-Janssen (Research Centre in Education, University of Minho, Portugal)

In Project-Based Learning, students work together in teams on real open-ended problems that are related to their professional future. Key aspects of the approach are student-centered learning, team work, stimulating critical thinking, creativity, student initiative, communication skills, and the integration of different content areas. Through the project, students not only learn discipline-related skills, but also develop transferrable skills such as communication, team skills, project management, and leadership. As student projects are usually interdisciplinary, the teachers also have to work together in teams and experience new roles as they facilitate student learning. The University of Minho in northern Portugal implemented a range of project approaches in engineering courses that involved a number of disciplines within and beyond engineering. In this session Natascha van Hattum-Janssen, an educational researcher at the University of Minho, will discuss the experiences of implementing Project-Based Learning, using practical examples as well as research results.

Monday, January 11	**12:00-1:15 PM**	**LTC Forum, LUNCH**

FE2 Results from the Forum on Campus Energy Use

Hosted by: Jason Pierce (Political Science), Michelle Pautz (Political Science), Grant Neeley (Political Science), Shawn Cassiman (Sociology, Anthropology, and Social Work) and Dan Fouke (Philosophy)

During the 2009 Stander Symposium over 500 students, faculty, and staff assembled for the Issue Forum on Campus Energy Use. The forum invited participants to discuss ways in which UD could use its energy more efficiently and how to pay for energy improvements. The survey data collected from the forum will be presented at this FES.

Thursday, January 21	**12:00-1:15 PM**	**LTC Forum, LUNCH**

FE3 Accessible Learning: Improving Your Course for Everyone

Hosted by: Elizabeth Harrison (Student Learning Services)

Join this discussion about how to use principles of Universal Design to provide access to the learning in your courses to the wide variety of learners who take them. Discover tips and accessible design approaches, share your issues and concerns, and take some time to consider how to aid your students in their learning in ways you may not have tried.

Tuesday, January 26	**12:00-1:15 PM**	**LTC Forum, LUNCH**

FE4 **An Experiment in Integrated Learning – Lessons from the ASI 341 Course,** *The Archaeology of a Neighborhood: A Journey Through Time, Memory, and Place*

Hosted by: Robert Brecha (Physics) and Dennie Eagleson (Visiting Artist)

In Fall 2009, ASI 341 *The Archeology of a Neighborhood: A Journey Through Time, Memory, and Place* was offered for the first time. The course, taught by visiting artist Dennie Eagleson and UD professor Robert Brecha, was developed as a pilot for a SEE (Sustainability, Energy, and Environment) integrated arts course. It offered an interdisciplinary approach to uncovering the history of UD's student neighborhood through visual mapping, environmental sustainability studies, oral history, and multimedia production. Participants will learn how the course was developed, hear about the learning process of students, and see the multimedia visual art exhibition that resulted from the course.

Wednesday, January 27 **12:00-1:15 PM** **ArtStreet, LUNCH**

FE5 **Maximizing Student Learning in Your Supplemental Instruction Section**

Hosted by: Dude Coudret (Student Learning Services)

This session is targeted for faculty who teach a course supported by Supplemental Instruction. Participants will have the opportunity to discuss SI strategies from working effectively with your SI Leader to encouraging student attendance in SI.

Monday, February 1 **12:00-1:15 PM** **LTC Forum, LUNCH**

FE6 **Strategies for Advising Undeclared Students in the College of Arts and Sciences: Faculty Development for Faculty Advisors**

Hosted by: Kimberly Lockwood (Philosophy)

The latest research on advising students will be presented with special emphasis on working with undeclared students. Approaches to treating advising as teaching will be discussed and hands-on techniques will be demonstrated. The session will conclude with ways to incorporate this information into sections of ASI 150.

Monday, February 8 **12:00-1:15 PM** **LTC Forum, LUNCH**

FE7 **Understanding the Grants Available through the Faculty Fund for Vocational Exploration**

Hosted by: Maura Donahue (Program for Christian Leadership)

In 2000, the University received a $2,000,000 grant from the Lilly Endowment, Inc., to create programs that foster theological exploration of vocation for students, faculty and staff. This grant established the office of the Program for Christian Leadership (PCL). This session will focus on the specific area of the PCL known as the Faculty Fund for Vocational Exploration. This initiative helps faculty to deepen their sense of call or vocation, and helps faculty grow in their ability to assist students and other colleagues in the exploration of vocation. In addition, the FFVE can help faculty members articulate the mission of the University and work toward its realization with greater satisfaction. In this session we will facilitate short presentations by faculty members who have received grants from the Faculty Fund for Vocation Exploration. These presentations will include discussion of their research and findings, and they will be on hand to share their experiences and answer questions. The target audience is those faculty members who may be interested in applying for a grant from the FFVE during the 2010 cycle.

Tuesday, February 9 **12:00-1:15 PM** **LTC Forum, LUNCH**

CALL FOR PROPOSALS

The deadline to submit a FES proposal for Spring 2010 is **Friday, March 19, 2010**. If you have any questions, please contact Lora Butcher at *Lora.Butcher@notes.udayton.edu* or call 229.3309. More information on the FES and the request for proposals can be found at: *http://LTC.udayton.edu.*

FE8 **Peer Learning: The Art of Students Learning Together**

Hosted by: Megan Henderson (Student Learning Services)

In their book, *McKeachie's Teaching Tips: Strategies, Research, and Theory for College and University Teachers,* Wilbert McKeachie and Marilla Svinicki combine the ideas of collaborative and cooperative learning to define peer learning. In this session, participants will discover what peer learning is and strategies to facilitate those experiences with students. At the end of the presentation, participants will be encouraged to share their peer learning activities or their ideas regarding how they may employ this strategy.

Tuesday, February 16 **12:00-1:15 PM** **LTC Forum, LUNCH**

FE9 **Reflection in the Service Learning Classroom: Who, What, Where, How, and Why**

Hosted by: Guest speaker Jen Gilbride-Brown, Ph.D. (Senior Program Director: Faculty & Campus Development,

Ohio Campus Compact)

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

Monday, February 22 **12:00-1:15 PM** **LTC Forum, LUNCH**

FE10 **Faculty Matters: New Student Orientation 2010**

Hosted by: Cari Wallace (Office of New Student Programs) and Melissa Flanagan (Office of New Student Programs)

Whether through promoting and modeling academic engagement, fostering the development of strong relationships with students, or modeling the pursuit of passionate purpose, faculty play an important role in helping students successfully navigate the transition from high school to college. During this session, you will have the opportunity to learn about the 2009 New Student Orientation outcomes and to hear about plans for the 2010 program. Because faculty involvement in orientation is so important we hope you will accept our invitation to be involved in the First Lecture Series, Dialogues, and the Welcome Family.

Tuesday, February 23 **12:00-1:15 PM** **LTC Forum, LUNCH**

FE11 **Trends in Hiring: Supporting Students in the Job Search Process**

Hosted by: Jason Eckert (Office of Career Services)

The Class of 2010 will experience a very difficult labor market, marked by extreme competition for jobs by experienced labor and other recent college graduates. This workshop will examine the labor market, including implications for individual majors at UD, regional differences, and starting salaries, based on a national survey of employers who hire college graduates. Learn the importance of networking, including the rise of professional social networks such as LinkedIn, and techniques faculty and staff members may use to support students who are or should be in the job search process. The students who are focused, directed, and connected will find success in this job market.

Monday, March 8 **12:00-1:15 PM** **LTC Forum, LUNCH**

FE12 **International Women's Day**

Hosted by: Center for International Programs and the Women's Center

University of Dayton female faculty will share the research, teaching or service projects they conduct internationally. Hear how their work is impacting communities around the world. Listen as they share their stories of the trials and triumphs of being a female researcher and academic in another culture. We will also discuss research and lecturer opportunities for UD faculty considering an international sabbatical or short-term alternative.

Tuesday, March 9 **12:00-1:15 PM** **LTC Forum, LUNCH**

FE13 **Learning from Life Experiences: How Your Past Experiences Influence Your Present Situation**

Hosted by: Megan Henderson (Student Learning Services) and Christina Klimo (Writing, Research and New Media)

Life experiences shared with students can help enrich their professional development. Through this FES, participants will reflect on their previous employment experiences and how they relate to their current employment situation. Participants will also reflect on how these experiences influence their interactions with students. LTC Coordinators, Megan Henderson and Christina Klimo, will share how their experiences before coming to UD have shaped their experiences with students on campus.

Tuesday, March 16	**12:00-1:15 PM**	**LTC Forum, LUNCH**

FE14 **Introducing Digital@UDayton: Our Own Digital Image Repository**

Hosted by: Sherrie Brittig (Visual Arts)

This presentation will introduce UD's new digital image repository, a project funded by the University Libraries and the Department of Visual Art, and answer your questions about this new service. Collections currently include University Yearbooks, photographs from the University Archives, objects from the U.S. Catholic Collection and the Marian Library, as well as images of culture-rich art and architecture for teaching and research. The underlying software includes tools for arranging and presenting slideshows via a Web browser, or for downloading images into PowerPoint presentations. The Libraries are hoping to add collections from all areas of campus, so bring your ideas for possible partnerships.

Tuesday, March 23	**12:00-1:15 PM**	**LTC Forum, LUNCH**

FE15 **Creating Accessible and Usable Documents**

Hosted by: Deanna Arbuckle (Student Learning Services) and Elizabeth Harrison (Student Learning Services)

Ever wonder why some students have such a hard time finishing your assignments or tests? Or why more people do not fill out your applications, surveys or other documents? Accessibility or usability may be an issue. Join Student Learning Services staff to learn what accessibility and usability mean and how to improve your overall document accessibility to ensure all readers can use the documents to their full potential.

Tuesday, April 13	**12:00-1:15 PM**	**LTC Forum, LUNCH**

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

Spring Part-Time Faculty Workshop

This spring's Part-Time Faculty Workshop, sponsored by the Faculty Development Committee, will be held on Saturday, March 13, 2010. It begins at 8:30 a.m. with a breakfast brunch in the Barrett Dining Room of Kennedy Union with the morning sessions beginning at 9:45 a.m. in the Ryan C. Harris Learning Teaching Center. Details of the sessions are still being finalized, and a letter of invitation and program will be distributed in January. For more information, please contact Lora Butcher, Faculty Development Coordinator, at *Lora.Butcher@notes.udayton.edu* or 229.3309.

SAVE THE DATE!
Saturday, March 13
8:30 AM - Noon

Annual Brother Joseph W. Stander Symposium
Celebrating Academic Excellence

The Stander Symposium was instituted in 1989 to honor Brother Joseph W. Stander, S.M., Professor of Mathematics and Provost (1974–1989). The mission of the Brother Joseph W. Stander Symposium is to provide a yearly forum to showcase the academic and creative work of University of Dayton students. It is designed to encourage, support, and celebrate excellence in student learning through faculty mentored undergraduate and graduate research, scholarship, and creativity. The Symposium defines research broadly encouraging intellectual and/or creative contributions from all academic units at the University of Dayton.

The annual Symposium features a keynote speaker, poster sessions, oral presentations, performances, art exhibits, and highlights of capstone course work. Step out of your routine and explore the diverse pathways students travel sharing their experiences through research, performance, and artwork.

2010 Keynote Speaker: Blake Mycoskie

Blake Mycoskie is the Founder and Chief Shoe Giver of TOMS Shoes, Inc. TOMS' simple promise to give a pair of new shoes to children in need around the world with every pair sold, is revolutionizing the way consumers shop. The One-for-One business model has encouraged conscientious consumers to purchase and give more than 140,000 pairs of new shoes to children in need in just 3 years. By the end of 2009, TOMS will give an additional 500,000 pairs of new shoes to children in need all around the world, including at home in the US. The One-for-One business model is redefining social entrepreneurship for a new generation.

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

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

Mycoskie's address takes place on campus at 7 p.m. on Tuesday, April 13, 2010 in the Kennedy Union Ballroom. The event is free and open to the community. However, tickets are required and can be obtained through the Kennedy Union Box Office. Further details are provided at the Stander Web site: *http://stander.udayton.edu/keynote*.

brother joseph w. stander
symposium

**For details on Symposium events,
visit our Web site: *http://stander.udayton.edu***

**Still have questions?
Contact *stander@notes.udayton.edu*.**

2010 Celebration of the Arts

With so much inspiration and creativity, we had to spread it over two nights.

Opening Performance

Tuesday, March 16, 2010, 8 p.m., Schuster Center (Downtown Dayton)

The University of Dayton's performing arts groups take the stage at the Schuster Center for an evening of entertainment. The event showcases excellence in creativity and performance - all by UD students. Selected works by students in visual arts will be on display in the lobby the night of the performance.

Photograph by Lauren Tomasella

Admission is free, but tickets are required; reserve yours at the UD Box Office (229.2545). Free roundtrip transportation will be provided by the Greater Dayton RTA from the University of Dayton campus to the Schuster Center.

Photograph by Lauren Tomasella

Closing Visual Arts Exhibition and Reception

Wednesday, April 14, 2010, 5 p.m. – 7 p.m., Rike Center

The Department of Visual Arts will host an evening of open studios and a reception as the closing event of the University's Stander Symposium. The evening features the awards ceremony for the Department's annual Horvath Exhibition, a juried exhibition highlighting student artwork. The event is free and open to the community.

For more information on Celebration of the Arts events visit the Stander Symposium Web site: *http://stander.udayton.edu/celebration*. ▪

2010 Stander Symposium Events and Dates:

Monday, March 8, 2010

Deadline to register project submissions. *http://stander.udayton.edu/registration*

Tuesday, March 16, 2010

Celebration of the Arts: Opening Performance | Schuster Center, 8 PM (Free. Tickets required.)

Friday, April 9, 2010

TOMS Style Your Sole Event | ArtStreet, 4:30 PM – 8:30 PM

Tuesday, April 13, 2010

Red Mass | Immaculate Conception Chapel, 12:05 PM

Keynote Address by BLAKE MYCOSKIE, Founder TOMS Shoes | KU Ballroom, 7 PM (Free. Tickets required.)

Stander Cup | RecPlex, 9 PM

Wednesday, April 14, 2010

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

Day at the Stander | Various Campus Locations, 10:30 AM – 5 PM

All day long students from a variety of academic fields will display posters, make presentations, exhibit artwork, give live performances, and serve as audience members for their peers.

Celebration of the Arts: Closing Visual Arts Exhibition and Reception | Rike Center, 5 PM – 7 PM

Reading Group
Helping Students Learn in a Learner-Centered Environment

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

Join with facilitator Elizabeth Harrison to discuss and explore ideas stemming from a common reading. For this series, the reading will be the book *Helping Students Learn in a Learner-Centered Environment: A Guide to Facilitating Learning in Higher Education* by Terry Doyle. The LTC will cover the cost of the book in exchange for your agreeing to attend each of the fives facilitated discussion sessions.

Before entering higher education, most students' learning experiences have been traditional and teacher-centered. Their teachers have typically controlled their learning, with students having had little say about what and how to learn. For many students, encountering a learner-centered environment will be new, possibly unsettling, and may even engender resistance and hostility.

Taking as his starting point students' attitudes toward, and unfamiliarity with, learner-centered classrooms, Terry Doyle explains that motivating students to engage with this practice first of all requires explaining its underlying rationale, and then providing guidance on how to learn in this environment. The book is about how to help students acquire the new skills and knowledge they need to take on unfamiliar roles and responsibilities.

The book explores the importance of imparting to students the evidence and underlying philosophy that is driving higher education to move from a teacher-centered to a learner-centered practice, and what this means for students in terms of having control over, and making important choices about, their learning. The book also focuses on how to impart the skills that students need to learn or hone if they are to be effective learners in an environment that is new to them.

This book provides a rich and informative answer to the fundamental question: how do I help my students adjust to a learner-centered practice?

Author Terry Doyle is the Chief Instructor for Faculty Development and Coordinator of the New Faculty Transition Program for the Faculty Center for Teaching & Learning at Ferris State University. He is a Professor of Reading and Learning Disabilities at Ferris State where he has taught for the past 30 years.

To register for this reading group, please contact Lora Butcher at *Lora.Butcher@notes.udayton.edu* or call 229.3309. ■

Fridays
10:00 - 11:00 AM
LTC Forum

January 22
February 12 and 26
March 12 and 26
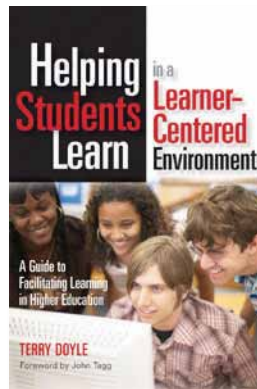
STEP Gets A Makeover!

Beginning in 2010, STEP — the Summer Trial Enrichment Program — will become the FIRST Program (Fully Integrated Resource, Support and Transition) and will be offered in the fall semester. STEP will no longer be offered during the summer.

UD is making this change in order to offer more intensive academic support and a more holistic transition to college than could be offered in the summer. The admissions goals will remain the same: FIRST will be an opportunity for invited students — the same students who would have been invited to participate in STEP — to develop knowledge and skills that will help them succeed at the university.

Here's what's new for FIRST students:

• They will have regular admission status and will be expected to fulfill behavioral and academic requirements that apply to all students.

• They will take a new 2 semester hour course entitled The Art & Science of Learning, which will serve as the core of the program. This course will explore topics related to learning and the brain as well as a wide variety of strategies and techniques for improving students' own learning. It will be taught by professional staff from the LTC's Office of Student Learning Services.

• They will take up to 12 semester hours of first year courses, at least 2 of which must have formal academic support available in the form of SI or Study Groups. FIRST students are expected to participate in all support meetings. Science majors may be required to take an accompanying lab course for an additional 1 semester hour.

STEP

(continued from previous page)

- They will take ASI 150/BAI 150/ VAR 100, depending upon their major (1 semester hour).

Instructors in the Art & Science of Learning course will work with students to help them stay aware of their academic progress and plan their time effectively. For faculty, as potential instructors of these students, this will mean occasional requests for progress reports similar to those requested for student athletes. And we hope it will mean a few more students coming to see you during office hours, as we hope the program will help students understand the value of speaking directly with their instructors when they have questions.

If you have any questions about the FIRST Program or if you would like to help develop the Art & Science of Learning course, please contact Beth Harrison or Dude Coudret in the LTC's Office of Student Learning Services (229.2066). ■

What Is UD?

To most of us "UD" is University of Dayton, of course. But "UD" also stands for Universal Design, the idea of designing everything intentionally so as to insure equitable access for the widest possible variety of users.

Here are some quick tips for making sure the learning environment you create in your classes is accessible:

1. Check with your students to make sure everyone can hear you as you usually speak in class. If they can't, use a microphone or make sure you speak up. Remember to face the class when speaking so that your speech is clear. Speaking while facing the board or screen makes it harder to hear what you're saying.

2. Check with your students to make sure everyone can see things you want them to see in class: writing on the board, images and print on the screen, demonstrations. Make it a habit to describe in words anything you are showing to the class.

3. Create handouts in at least 12 point font and with plenty of white space in between text elements in order to insure legibility. Or better yet, post handouts as Word files on Isidore so that students can print them out at whatever font size works best for them.

4. Create tests and quizzes in at least 14 point font with plenty of white space. This will let students spend their time answering the questions or problems rather than trying to decipher what's on the paper.

5. If you make changes orally to your class schedule, assignments, and/or readings, make sure you also give those changes to your students in writing (by email or as an Announcement on Isidore, for example). This will insure that students who may not process oral information well have access to the changes.

6. Provide a "road map" of what will happen in class. You might post a brief outline to your class Web site before class or put one on the board at the beginning of class or distribute one in class. Having a written "road map" can help students recognize important ideas and make connections between ideas you talk about.

7. Create a mechanism for students to have access to written notes from class. You might post your PowerPoint presentation online after class or you might ask several students to take notes each class period, send them to you for vetting, and then post them. You could grade these notes (if everyone will have a chance to contribute some) or give extra credit. This will help students who need to focus on what you say in class rather than trying to copy it all down.

8. Use the Accessible Electronic Syllabus Template when posting your syllabus to your class Web site. You can find the template at *http://learningservices.udayton. edu/faculty/index.html*.

9. Include a statement regarding Disability Services at the university in every syllabus you create. You can find a model statement near the end of the Accessible Electronic Syllabus Template at the link in #8 above (look for the subtitle "Students with Disabilities" on the last page).

10. Contact the LTC's Office of Student Learning Services for consultations regarding accessibility. Come to the FES sessions on accessibility this semester! ■

Providing Your Students with an Accessible Syllabus

Why should I ensure that my syllabus is accessible?

The syllabus is both the road map and the rule book for your course. It is a student's most comprehensive resource for understanding your expectations regarding the course, and it is a key that can open up learning in the course for your students. As such, we need to make sure that our syllabi are accessible to every student in the class no matter how they may need to take in the information to understand it best — at both the undergraduate and the graduate levels.

In short, being intentional about how we package our syllabi can improve our students' possibility of being successful in our courses. For some students, use of larger font size and high contrast will greatly improve their ability to access the information in the syllabus; others will read the syllabus on the computer after changing the font size, color, and/or contrast. Still others might use a software program to read the syllabus to them.

Providing your syllabus to students in an electronic format, perhaps on an Isidore course Web site, allows them to access the syllabus in whatever way works best for them — but only if the syllabus is formatted in ways that are compatible with the standards for accessibility used by most software. The template we are providing will help you create an accessible electronic syllabus or update a previous syllabus to make it accessible electronically. Instructions for how to use the template are provided within the first few pages of the template.

Questions or suggestions? Please contact the Office of Student Learning Services at 229.2066, or visit our office in the LTC. ■

To learn more about Student Learning Services,
visit our Web site: *http:// learningservices.udayton.edu*

Still have questions? Contact *learningservices@udayton.edu*.

How to Use the Accessible Electronic Syllabus Template to Create a Syllabus or Update Your Previous Syllabus

Why should I

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Course Title

Course Number, Section Number, Semester & Year

Course Information

Class Days/Time:	(Days and time)
Classroom:	(Building and room number)
Pre/Co-Requisites:	(If none, delete this row)
Instructor:	(Your name)
Office Location:	(Building and room number)
Telephone Number:	(area code) (telephone number)
Email Address:	(Your email address)
Office Hours:	(Day, time, place)

Course Web Page

All course materials such as the syllabus, major assignments, and handouts can be found on the course web site located at **(Insert course website address)**. If you have any problems accessing the site, please contact me immediately.

Course Description

(Insert course description here.)

Library Liaison

(Insert the name, email address, and other relevant information of your liaison for students with library research questions here.)

Overall Course Goals or Student Learning Objectives

(Insert goals and objectives here. Speak directly to the student.)

Course Content Learning Outcomes

(Outcomes should be specific and measurable.)

Upon successful completion of this course, you will be able to:
(insert learning objective)
(insert learning objective)

Required Texts/Readings/Equipment

Textbook/s

(Insert the complete textbook citation/s here including the ISBN. Indicate where to purchase.)

Other Readings

(Insert the list of any additional readings here. Indicate how to access these readings.)

The Office of Student Learning Services is proud to announce the availability of an accessible syllabus template, ready-for-use by downloading from the following Web site:

http://learningservices.udayton.edu/faculty/index.html

Program to Support Faculty Research
Coming Spring Semester

Steve Wilhoit (LTC, Writing, Research and New Media)

For the second year, the LTC's Office of Writing, Research and New Media will offer the Research Fellows Program. Modeled on the successful Teaching Fellows initiative, the Research Fellows program brings together a small number of faculty from across the curriculum. These faculty are nominated by their deans with the criterion that the faculty be interested in working collaboratively to support each other's research projects. The Fellows meet regularly during the calendar year to learn about a range of research methodologies, funding opportunities, and publication venues. The Fellows receive support from their deans, and the LTC works with others across campus to make a pool of funds available to support the Fellows' research as well.

For more information, contact Steve Wilhoit, Director of Writing, Research and New Media, at *wilhoit@notes.udayton.edu*. ∎

Confidential Consultations

Staff and faculty working in the LTC are available for one-on-one confidential consultations on a wide variety of teaching and learning topics:

E-Media:
John LeComte – 229.2676

IT Training:
Mary Jo Barrows – 229.5676

E-Learning:
Ryan Allen - 229.2233

Student Learning Services:
Beth Harrison – 229.3383

Faculty Development & Curriculum Innovation:
Beth Harrison – 229.3383
David Wright – 229.4604
Steve Wilhoit – 229.5317

The Office of Writing, Research and New Media also offers workshops on Writing Across the Curriculum, and Learning and Teaching with Technology. Stay tuned for announcements.

E-Learning Seminars

E-Learning Seminars allow faculty to develop skills in creating and delivering technology-enhancements and online learning experiences for their students. In many cases the sessions include hands-on training experiences. To register for these sessions, please contact Lora Butcher at 229.3309 or *Lora.Butcher@notes.udayton.edu*. Noon time sessions will provide lunch and beverages, while other times will provide snacks and beverages.

Mastering Isidore – A Hands-on Workshop

Facilitated by Ryan Allen and Leah Bergman

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

Podcasting with iTunes U

Facilitated by Leah Bergman

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

Preventing Plagiarism with TurnItIn

Facilitated by Leah Bergman

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

Boosting Student Engagement with Clickers

Facilitated by Ryan Allen

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

Teaching Virtually with Elluminate

Facilitated by Jerry Timbrook and Ryan Allen

The University of Dayton has been piloting Elluminate during the 2009-10 school year. Elluminate is a synchronous online learning and collaboration tool. Students join a virtual classroom, interact, following PowerPoints, annotate a whiteboard, poll the class, and chat through computer audio. Could this work for your class? Come and find out.

Isidore Tool Spotlight Sessions

Facilitated by Ryan Allen and Leah Bergman

The E-Learning Lab will lead twelve tool-specific Isidore training sessions during the spring 2010 semester. Each session will focus on a specific tool, to fully explore all the possibilities Isidore can bring to the student learning experience. You'll have two opportunities to attend a training session for each tool – Wednesday from 3:00-4:00 PM or Thursday from 12:00-1:00 PM. The sessions will be hands-on, allowing faculty to both see and experience the tool.

E-Learning Seminar Schedule

January			
E1 - Mastering Isidore: A Hands-on Workshop	Thursday - 1/7	1:00-3:00 PM	LTC Forum
E2 - Getting Off On the Right Foot with Isidore	Friday - 1/8	12:00-1:00 PM	LTC Studio
E3 - Boosting Student Engagement with Clickers	Tuesday - 1/12	12:00-1:00 PM	LTC MeetingSpace
E4 - Mastering Isidore: A Hands-on Workshop	Wednesday - 1/13	2:00-4:00 PM	LTC Forum
E5 - Getting Off On the Right Foot with Isidore	Thursday - 1/14	3:00-4:00 PM	LTC Forum
E6 - Preventing Plagiarism with TurnItIn	Wednesday - 1/20	12:00-1:00 PM	LTC Forum
E7 - Isidore Tool Spotlight - Modules Tool	Wednesday - 1/27	3:00-4:00 PM	LTC Forum
E8 - Isidore Tool Spotlight - Modules Tool	Thursday - 1/28	12:00-1:00 PM	LTC Forum

February			
E9 - Mastering Isidore: A Hands-on Workshop	Tuesday - 2/2	9:30-11:30 AM	LTC Forum
E10 - Isidore Tool Spotlight - Assignments Tool	Wednesday - 2/3	3:00-4:00 PM	LTC Forum
E11 - Isidore Tool Spotlight - Assignments Tool	Thursday - 2/4	12:00-1:00 PM	LTC Forum
E12 - Podcasting with iTunes U	Friday - 2/5	12:00-1:00 PM	LTC TeamSpace
E13 - Isidore Tool Spotlight - Test & Quizzes Tool	Wednesday - 2/10	3:00-4:00 PM	LTC Forum
E14 - Isidore Tool Spotlight - Test & Quizzes Tool	Thursday - 2/11	12:00-1:00 PM	LTC Forum
E15 - Isidore Tool Spotlight - Gradebook Tool	Wednesday - 2/17	3:00-4:00 PM	LTC Forum
E16 - Isidore Tool Spotlight - Gradebook Tool	Thursday - 2/18	12:00-1:00 PM	LTC TeamSpace
E17 - Teaching Virtually with Elluminate	Friday - 2/19	12:00-1:30 PM	LTC Forum
E18 - Isidore Tool Spotlight - Forums Tool	Wednesday - 2/24	3:00-4:00 PM	LTC Forum
E19 - Isidore Tool Spotlight - Forums Tool	Thursday - 2/25	12:00-1:00 PM	LTC Forum

March			
E20 - Isidore Tool Spotlight - Wiki/Blogs Tool	Wednesday - 3/10	3:00-4:00 PM	LTC Forum
E21 - Isidore Tool Spotlight - Wiki/Blogs Tool	Thursday - 3/11	12:00-1:00 PM	LTC Forum
E22 - Mastering Isidore: A Hands-on Workshop	Wednesday - 3/17	2:00-4:00 PM	LTC Forum
E23 - Podcasting with iTunes U	Thursday - 3/25	9:30-10:30 AM	LTC Forum
E24 - Boosting Student Engagement with Clickers	Friday - 3/26	12:00-1:00 PM	LTC Forum

April			
E25 - Teaching Virtually with Elluminate	Thursday - 4/8	2:00-3:30 PM	LTC Forum
E26 - Preventing Plagiarism with TurnItIn	Monday - 4/12	2:00-3:00 PM	LTC Forum
E27 - Mastering Isidore: A Hands-on Workshop	Thursday - 4/15	12:00-2:00 PM	LTC Forum

Using Isidore to Support Your Class? Let Your Students Know!
Syllabus Insert (Modify as Necessary):

Online Course Support

This course will utilize the Isidore Learning Management System - *http://isidore.udayton.edu*

Use your Novell (LDAP) username and password to log into the system and click on the course tab to enter the site. The site may be used for a variety of things including announcements, online quizzes, assignment submissions, and discussion forums.

If you cannot log into the site, or if you have any problems viewing or accessing the course tab once you've logged in, it's your responsibility to contact the UDit Help Desk for assistance at 229.3888 (937.229.3888 – off campus). If you've registered for the class late it may take 24-48 hours before you gain access to the site.

For specific questions about course assignments and deadlines, please contact the instructor.

Isidore Now Hosting E-Reserves

Over the past few months, Roesch Library has been collaborating with the E-Learning Lab to transition the access to E-Reserves into our Isidore learning management system. The transition is now in its final stages. Beginning spring 2010, E-Reserve materials will only be available through Isidore. The new system is easier to navigate and can be coordinated with any Isidore course you may have. The process of submitting E-Reserve materials will remain the same.

To access the materials in E-Reserves, students, instructors and teaching assistants simply need to go to *http://isidore.udayton.edu* and sign in with their Novell username and password. If you have any questions or concerns, please contact Racheal Foster (Course Reserve Specialist) at *fosterrm@notes.udayton.edu* or 229.4301. ■
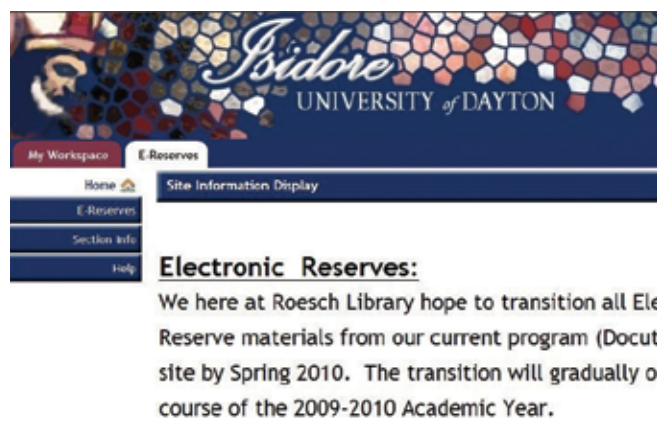
Need Help or Training? Call the E-Learning Lab

While the E-Learning Lab runs a variety of training sessions throughout each semester, we're always willing to meet with faculty one-on-one. If you can't attend a session due to a conflict or have a specific situation you need help with, please contact the E-Learning Lab at *e-learning@notes.udayton.edu* or 229.5039. Don't get frustrated, get help!

IT Training

Atomic Learning Can Power IT Skills Development

Atomic Learning offers thousands of tutorials, covering hundreds of software titles and technology topics. By pointing students towards Atomic Learning, you can ensure students know how to use the software tools of your discipline without taking class time to deliver training.

You can put a link in your Isidore site, Web page, or Email that will send your students directly to a specific Atomic Learning tutorial about a topic of your choice. You can use Atomic Learning to improve research skills, supplement expertise in an application, or increase understanding of Web 2.0 topics. To start using Atomic Learning in your course or to grow your own skill set, please contact Mary Jo Barrows at 229.5676, or email *barrowmz@notes.udayton.edu* to request more information.

### Certifications and Practice Tests Available

Would you like to be able to start a course knowing that all of your students have a specific level of information technology skills? Imagine being able to cover more advanced topics, or delve deeper into important topics, because students don't need to spend time learning some technology-related skills.

If you would like for your students to demonstrate a base-level of competency in technology-related topics (digital literacy, tech literacy etc.) the IT Training Lab has several FREE tests that can be administered by a proctor, or taken independently. We also offer the MCAS and IC3 certification tests at discounted rates. The certifications are a powerful way for students to document their skills using industry-recognized standards, which is especially important in today's challenging job market. Contact Mary Jo Barrows at 229.5676, or email *barrowmz@notes.udayton.edu* to request more information.

Visual Aids for Classroom Display Systems

Sometimes a classroom display system (projector and screen, or flat-screen monitor) can be hard to use during software demonstrations. The mouse pointer and the buttons being clicked are hard to see from the back of a classroom. The IT Training Lab and Classroom Support have begun a pilot program to introduce screen magnification software and mouse pointer enhancements into some classrooms. This should make any software-demonstrations significantly easier on the eyes of the students. If you would like to learn more about this pilot project, or if you would like a demonstration, please contact Mary Jo Barrows at 229.5676, or email *barrowmz@notes.udayton.edu*.
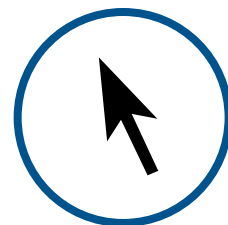
Microsoft Word Skills for Graduate Students

When students write a thesis or a long research paper, they often struggle with headers, footers, page numbers, formatting, and table of contents. The IT Training Lab is available to present a hands-on session for your class. We can also provide you with links that will point your students to these or other topics in Atomic Learning. Please contact Mary Jo Barrows at 229.5676, or email *barrowmz@notes.udayton.edu* to request more information.

IT Training/Human Resources Technology Brown Bags

The IT Training/HR Technology Brown Bags have been very well attended and received some great feedback comments. We have expanded our offerings, and are especially proud to offer two full series of Excel courses (see schedule on next page). The comments below may help you understand just how powerful Excel can be.

“*The 60 minutes I spent at the Pivot Tables Brown Bag was the single most worthwhile hour I have spent in training during my 6 years at UD. It will save me hours of work, save my department money, and bring me peace, rather than frustration, with reporting. I literally leapt with joy when I returned to the office. Thank you, thank you, thank you!*”

IT Training and the Office of Human Resources present

Brown Bag Technology Programs

Any member of the UD community is invited to attend these brown bag technology training sessions. Sessions will be held from noon to 1:15 p.m. in the Ryan C. Harris Learning Teaching Center (LTC), located on the ground floor of Roesch Library. Dessert and beverages will be provided.

To register for one or more of these sessions, please visit:
http://applications.udayton.edu/admin/HR/HRcourse.nsf

SESSION TITLE	DATE	DATE 2
Lotus Notes Mail	Wednesday - 1/13	
Lotus Notes Calendar	Wednesday - 1/20	
Lotus Notes: Scheduling Meetings	Wednesday - 1/27	
Creating Attractive Fac/Staff Announcements	Wednesday - 2/3	
Archiving	Wednesday - 2/10	
Computer Maintenance	Wednesday - 2/24	
Atomic Learning	Wednesday - 3/3	
Excel 2007: Basic	Wednesday - 3/17	Thursday - 3/18
Excel 2007: Formula, Level 1	Wednesday - 3/24	Thursday - 4/8
Excel 2007: Formula, Level 2	Wednesday - 3/31	Thursday - 4/15
Excel 2007: Conditional Formatting and Charting	Wednesday - 4/7	Thursday - 4/22
Pivot Tables: Basic	Wednesday - 4/21	Thursday - 5/13
Pivot Tables: Advanced	Wednesday - 5/5	Thursday - 5/20
Access 2007: Basic	Wednesday - 5/12	
Access 2007: Design	Wednesday -5/19	
Word 2007: Basic	Wednesday - 5/26	
Manipulating Graphics and Objects	Thursday - 5/27	
Word 2007: Mail Merge, Page Breaks, Tables	Wednesday - 6/2	
Word 2007: Styles, Document Map, Automated Table of Contents	Wednesday - 6/9	
Word 2007: Headers/Footers, Page Numbers/Section Breaks	Wednesday - 6/16	
Powerpoint 2007: Basic	Wednesday - 6/23	
Access 2007: Tables, Queries and Relationships	Wednesday - 6/30	
Access 2007: Reports and Forms	Wednesday - 7/14	
Publisher 2007: Basic	Thursday - 7/15	
Publisher 2007: Advanced	Thursday - 7/22	

The Heat Is On. So Use Video?

John LeComte (LTC, eMedia Lab)

Looking back, Bob Wilkens (Chemical/Materials Engineering) did not realize that videotaping his course a year ago would have such great benefits. Bob was asked to teach his Fluid Flow and Heat Transfer class at Wright-Patterson Air Force Base, so he obliged.
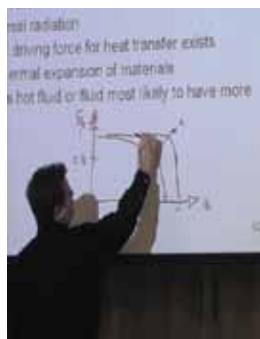
"The classroom was actually a cafeteria with two projection screens and a whiteboard – and I brought a Tablet PC," Wilkens said. Staff at the base videotaped each class, because participants occasionally were unable to attend a specific session.

Fast forward to summer 2009, when Wilkens had to teach the same course on the UD campus in Kettering Lab. In the course students learn to design and select plant equipment to meet a process objective in fluid flow and heat transfer (e.g. pumps, pipes, valves and metering).

Due to the nature of the discipline students need to be proficient in the use of extensive equations and diagrams. Wilkens realized that the videos could help his traditional students because they could replay the harder-to-understand concepts. So he posted the videos online so his students could access the recordings whenever it was convenient to them, in order to watch and listen to the lecture again.

"Right now the video is a perfect supplemental material," he said. "All the videos of each lecture are posted on my Isidore site so that students can access them anytime they want."

The eMedia Lab took the original 12-hours of video and encoded them to a smaller file size and uploaded the files to UD's streaming server. The links to the videos were then posted on the courses' Isidore site.

Now Bob knows what to do when the heat is on. ■

TechnoFair 2010 coming in May!
Dates and times coming soon.

Video Conferencing in the LTC

The LTC offers faculty and staff the opportunity to utilize two videoconferencing systems for use within the LTC. The most complete system is located in the LTC Forum and is equipped with three cameras and two screens. A smaller system is mounted on a mobile cart that can be used in any LTC room. Both systems feature a Polycom unit for point-to-point (one location to another) video conferencing over the Internet using the standard H.323 protocol.

The equipment is provided freely for academic use (course-related) and on a fee-per-use basis for non-academic applications ($100 per hour for UD-related or $250 per hour for non-UD-related use).

To schedule the use of the video conferencing equipment, please contact the LTC at *LTC@notes.udayton.edu* or at 229.4898.

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

Join a Community of Faculty Committed to Improve Teaching and Learning

Interested in teaching in the LTC Studio?

The John O. Geiger Studio is an experimental classroom and laboratory for innovative teaching located in the LTC. Teaching in the Studio allows faculty to experiment with new pedagogies and share their experiences with other faculty in a collaborative and supportive setting. The Studio supports faculty who want to explore the scholarship of teaching and widen their repertoire of student-centered learning strategies. Class sizes cannot exceed 24 students. Faculty teaching in the Studio are expected to share their experiences with other instructors in a "Community of Practice" and are exempt from standard student course evaluation procedures.

A call for applications to teach in the Studio during summer and fall terms, 2010, will be distributed early in the spring semester. If you have any questions, contact the LTC (*LTC@notes.udayton.edu* or 229.4898) or Molly Schaller (*Molly.Schaller@ notes.udayton.edu* or 229.3677).

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

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. Summer 2010 requests begin February 15; Fall 2010 requests begin April 1.

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