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Ryan C. Harris Learning Teaching Center

Winter 1-1-2008

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HLC Accreditation: A Gauge for Building Academic Excellence



Gauging status and progress toward goals often requires an outside view of the situation, and UD recently took advantage of such an opportunity when eleven visitors from similar institutions studied a 200 page self-analysis of UD over the summer and then visited campus for three days in September, meeting nearly every unit on campus. These academic professionals had full access to students, faculty and staff, and were able to see the University from many perspectives.

What did they find? The feedback and the draft report from the team indicate that they were quite impressed. They found that UD meets all five criteria set by the accrediting agency. Those criteria address the areas of: (1) Mission and Integrity; (2) Preparing for the Future; (3) Student Learning and Effective Teaching; (4) Acquisition, Discovery, and Application of Knowledge; and (5) Engagement and Service.

Other highlights included our strategic plan; leadership capacity found in students, faculty, and administration; our dynamic students, observed in both planned and extemporaneous contacts; the presence of outstanding resources available to the campus community, including our IT infrastructure, campus facilities, and the existence of stable enrollment and sound financial plans.

They also found that UD has a good understanding of the challenges we face, including diversity, financial constraints of tuition driven institutions, and the challenges of effective and meaningful assessment. Recognizing and acknowledging these challenges is an important first step in addressing them.

The visiting team gave a special commendation to UD's outstanding HLC Leadership Team, which included Jim Farrelly (English), Paul Sweeney (Management and Marketing), Kim Trick (Chemistry), and led by Associate Provost Joe Untener. At the Fall Board of Trustees meeting, a special commendation was given to each of the members of the Leadership Team as a way of thanking the team for their outstanding work on behalf of the campus. If you haven't already done so, please take the time to thank Joe, Jim, Paul and Kim for their selfless work on our behalf.

While the HLC will not be back for another decade, in addition to our Advisory Councils and other sources of outside feedback, there are about 15 other accrediting bodies that will continue to present us with opportunities to gauge progress in building infrastructure for academic excellence.

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Notes from the Assessment Trail

As we documented in the fall 2007 LTC Newsletter, the LTC has embarked on a two year assessment journey. Our goal is to infuse an assessment mindset and skill-set in our culture. The first phase of our journey involved clearly identifying where we want to go by developing our values, vision, and mission. As we looked at our mission statement, we found three themes for assessment that resonated with us for the purpose of our work here in the LTC. These themes include: (1) engagement, a basic measure of utilization of our services, resources, and the people who use them; (2) satisfaction, a measure of feeling or reaction to our services; and (3) impact, how people changed, what they learned, and what they did differently as a result of our services.

This year we have been working on developing program objectives and assessment measures which will be the compass that tells us if we are heading in the right direction. As we mentioned in the fall 2007 newsletter, assessment is a means to answering critical questions about our work. In keeping with this thinking, we used our assessment themes (engagement, satisfaction, and impact) to focus on the questions, “What are we trying to learn about these targets or what do we need to know about these targets? Why? And how will we measure them?”

Faculty Exchange Series
The Survey, 2007

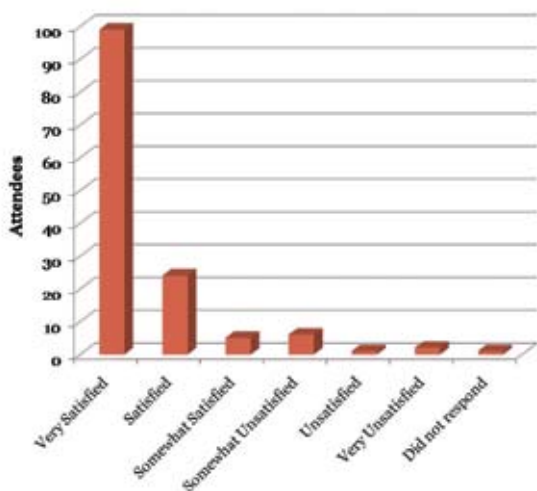
Please indicate the following:
 1) I am satisfied with:
 2) I am not satisfied with:
 3) I am very satisfied with:
 4) I am very not satisfied with:
 5) I am not sure:
 6) I did not respond

Response	NA	1	2	3	4	5
Program Objectives	NA	1	2	3	4	5
Program Content	NA	1	2	3	4	5
Program Format	NA	1	2	3	4	5
Program Location	NA	1	2	3	4	5
Program Cost	NA	1	2	3	4	5

Are you interested in participating in a future program?
 Yes ___ No ___

What are your comments?

Thank you for your participation in this survey. Your input is appreciated.



Each of our primary program areas (Curriculum Innovation and E-Learning, Faculty and Leadership Development, First Year Student Engagement and Student Learning Support, formerly LEAD Services) gave short presentations to the LTC staff addressing these questions. Through this process, we have been able to share assessment tools, gathered data, and approaches to analysis and interpretation. We are trying to bring assessment out of our individual offices and program areas and into our community, while encouraging openness in the process.

Basically, we are saying “it is okay if you don’t have all of the answers right now or if your results are not perfect. What is important is that you are questioning, looking, and making changes to improve.” We will never reach a point at which there are no questions left. Assessment will allow us to ask increasingly sophisticated questions about our work and its ability to meet the needs of campus constituents.

As a laboratory for innovation, the LTC is experimenting with approaches to developing assessment tools and processes. Our plan is to continue to share our findings and the process we are employing—what is working, what didn’t work, and so forth—with the UD community. As we continue our work and travel along the “assessment trail,” we will keep you informed. Hopefully our paths will cross on our assessment journeys. Happy trails!



Celebrating the Faculty Fund for Vocational Exploration

The Program for Christian Leadership, in collaboration with the LTC, is sponsoring a celebration of success of the Faculty Fund for Vocational Exploration (FFVE) grant program. To date, the FFVE has awarded nearly \$60,000 to over 25 faculty members for research and teaching projects designed to help undergraduate students explore vocation, as well as projects that allow faculty members to explore their own vocation as an academic in the context of a Catholic and Marianist University.

During winter 2008, we are offering a series of workshops in which previous grant recipients will discuss their projects and outcomes with other grant recipients and the larger university community. These workshops will allow grant recipients to share what has been learned and highlight the impact the work has had on our undergraduate and graduate students, as well as on the faculty members themselves. These workshops will also be valuable opportunities for faculty members who are considering applying for a grant from the FFVE. The final workshop in the series will be an opportunity for faculty members to discuss proposals that are in development and collaborate with the PCL in designing their proposals.

Workshop themes include the following:

- projects relating vocation to academic research and scholarship
- projects helping students explore vocation reflection
- projects exploring the vocation of a faculty member
- projects exploring a faculty member's faith journey and vocational awareness
- the FFVE and UD's Catholic and Marianist identity

What is Vocation?

The word "vocation" comes from the Latin *vocare*, which means "to call". One cannot speak of vocation without recognizing that the term itself implies a caller. Exploring one's vocation includes reflection and discernment regarding the person God has called us to be, how we become that person, the tasks God has called us to do, and just as importantly, our response to that call. One's life journey is a continuing interaction or interplay between God's will and our free will. In a more general way, one can begin an exploration of vocation by considering one's life's work as a response to a call from God. The Faculty Fund for Vocational Exploration aims to cultivate in students and faculty members an awareness of one's vocation.

**The deadline for submitting an FFVE grant is
March 12, 2008.**

**For details regarding the current Request for
Proposals and a summary of prior funded
proposals, please refer to the following Web site:
[http://artssciences.udayton.edu/christianleadership/
facultydevelopment.asp](http://artssciences.udayton.edu/christianleadership/facultydevelopment.asp)**

**Workshops will be offered in the LTC Forum
from 12:00-1:15 PM on the following dates:**

Monday, January 28

Monday, February 4

Monday, February 11

Monday, February 25

**Hosted by: Maura Donahue
(Director, Program for Christian Leadership)**

Examples of FFVE Funded Proposals

"Engineering as Christian Vocation"

"Creating a Vocational Laboratory: Exploring science teaching as vocation through service to a local urban Catholic grade school"

"Jung, Identity, and the Search for Vocation"

"Exploring Vocation in Catholic School Teaching"

"Giving All, Asking Nothing: Katie DeRorre and the Work of Social, Economic Racial Justice"

"Exploring the Connections Between Faith & Professional Development"

"Developing Methods for Engaging Vocational Awareness in Engineering Education"

"Vocation as a Key Theme in Primary Source Texts Used in First-Year Religious Studies Courses: A Textbook Project"

"Vocation Among Preservice Science Teachers at the University of Dayton and Attitudes Towards Science and Religion"



the *Stander* SYMPOSIUM

Annual Bro. Joseph W. Stander Symposium Celebrating Academic Excellence

April 8 & 9, 2008

In 1989, the University of Dayton instituted the annual Bro. Joseph W. Stander Symposium. The career of Bro. Joe embodied the spirit of collaboration and the Stander Symposium stands as a continuing tribute to him and all who carry on the Marianist tradition of education through community. The Stander Symposium spans two days each spring to showcase academic excellence from all disciplines.

All students, first year through doctoral, engaged in research and creative projects are encouraged to participate. This is an opportunity to share your work with the campus and the greater community. The day features poster sessions, visual arts displays, performances, oral presentations and other varied presentation formats by students from all academic disciplines. We encourage all faculty and students to attend; this is a wonderful opportunity for you and your students to learn about a broad range of topics by simply showing up!

Web registration for the Stander Symposium is now open! Faculty members are able to register presentations such as visual arts displays, performances, oral presentations, etc. on behalf of their individual student or groups of students. Posters are registered by students. Log on to the Stander website at <http://stander.udayton.edu> for registration details. The deadline for faculty submissions is March 6, 2008.

Any student or group of students interested in creating a poster to present at one of the poster sessions should log on and register at <http://stander.udayton.edu>. The deadline for student submissions is March 10, 2008.

To learn more about the Stander Symposium and the schedule of events, visit our website at <http://stander.udayton.edu>. We will be updating the site with new information as it becomes available. Still have questions? Contact us at stander@notes.udayton.edu.



Evening at the Stander: A Celebration of the Arts

is held the evening prior to the full day of Stander activities and features all student performances and visual arts displays. For the past few years, this event has been held downtown at the Victoria Theatre; this year we are bringing it to campus. Please join us for an evening of artistic excellence!



2008 Stander Schedule of Events

Tuesday, April 8, 2008

Red Mass

Evening at the Stander: A Celebration of the Arts

Stander Cup

Immaculate Conception Chapel

Frericks Convocation Center

Stuart Field & RecPlex

Wednesday, April 9, 2008

Welcome & Keynote Address by Dr. Jody Olsen

Morning and Afternoon at the Stander

Frericks Convocation Center

Various Campus Venues



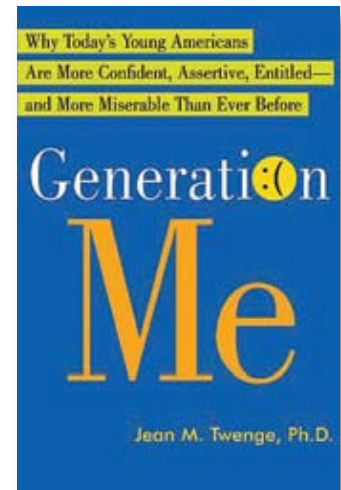
**2008 Keynote Speaker
Dr. Jody Olsen**

The Stander Symposium also features a distinguished keynote speaker. This year's keynote speaker is **Dr. Jody Olsen, Deputy Director of the Peace Corps**. Dr. Olsen's distinguished career at the Peace Corps began in the agency's earliest years, when she served as a Volunteer in Tunisia from 1966 to 1968, teaching English and developing community health programs. In 1979, she was country director for the Peace Corps' mission in Togo. During her tenure, she managed all aspects of the agency's programs in-country, which focused on education, health, and agriculture.

In 1981, Dr. Olsen served as regional director for the Peace Corps, managing operations in 17 countries throughout North Africa, Near East, Asia, and the Pacific. From 1989 to 1992, Dr. Olsen was the chief of staff for the Peace Corps. During this time, the agency expanded into 25 new countries. Dr. Olsen has traveled to more than 80 countries around the world. She is a tireless advocate for the mission of the Peace Corps and the work of Volunteers, speaking at dozens of domestic and international events each year.

Announcing a Winter '08 Reading/Conversation Group Focused on First Year Students

Join with your university colleagues to learn the experiences of today's first year student. Share your thoughts and ideas in a lively discussion exploring opportunities to enhance first year student engagement early in their UD career. In fall 2006, we held our first Reading Group focused on first year students. The popularity of this session and the continued interest of the participants have spurred us to renew the group this semester. The popularity of this book by previous First Year Reading/Conversation group members demands that we bring this title back! So, by popular demand the Winter '08 selection is:



***Generation Me:
Why Today's Young Americans Are More Confident,
Assertive, Entitled—and More Miserable Than Ever Before***

by Jean M. Twenge

A new book tackles the 18-to-35-year-old generation's problems--those they face and those they create. Twenge's book is comprehensive and scholarly, filled with statistics and thoughtful observations about the group she's dubbed Generation Me. These young people were raised with the idea of self-esteem being more important than achievement, which has caused them to place the self above all else. Such beliefs also have created a generation of young people who believe every dream is attainable but who aren't prepared to deal with discovering it isn't so. Twenge notes that today's young parents are especially lenient with their children and reluctant to discipline them, suggesting that perhaps the next generation will be even worse off. Twenge believes Generation Me would benefit from a heavy dose of realism. Accessible and a must-read for the generation they address.

**Thursdays
LTC Forum
3:00 - 4:15 PM**

**January 31
February 14, 28
March 13, 27**

Announcing the LTC Innovation Grants for 2007-2008

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 available funding to support three grant proposals that addressed issues pertaining to graduate education. These additional funds are intended to promote innovation in graduate-level courses and program development. Projects funded with the Graduate School funds are indicated as such in the list below.

This year's committee members were: Corinne Daprano, Health & Sport Science; Chuck Edmonson, Engineering Technology; Andrea Koziol, Geology; Kyle Phelps, Visual Arts; William Lewis, Management and Marketing; Carolyn Roecker-Phelps, Psychology; David Wright (co-chair), Biology and Director of Curriculum Innovation and E-Learning; Deb Bickford (co-chair), Management and Marketing and Associate Provost for Academic Affairs and Learning Initiatives; and Student Representatives, Alexander Karas and Kaitlin Wasik.

Those proposals funded this year are:

Development of a Digital Video Imaging Microscopy Lab for the Undergraduate and Graduate Curriculum of Biology Students (Amit Singh)

Microscopy, a teaching tool used in classrooms worldwide, faces a common challenge. It is difficult to simultaneously teach crucial biomedical approaches like tissue dissection, demonstrate samples, and imaging analysis to the entire class. This problem in Biology classes at UD can be alleviated by introducing a microscope equipped with a camera, computer station, and a monitor. It will allow us to expose students to the latest concepts of microscopy, imaging, and computing software to manage images.

Interdisciplinary Biological Systems Engineering as a Model for Curricular Development in Bioengineering (Robert Wilkens and Carissa Krane)

In this application, we will develop a Biological Systems Engineering course as a pragmatic and effective model of future interdisciplinary curricular development in bioengineering. The upper-level undergraduate/graduate level course will be team-taught by two University of Dayton faculty whose combined expertise is in the areas of physiology, molecular genetics, chemical engineering, and fluid flow mechanics.

Development of a Problem-Based Learning (PBL) and Cooperative Learning (CL) Transportation Engineering Course for Undergraduate Students (Deogratias Eustace)

This project involves the development of a problem-based learning (PBL) and cooperative learning (CL) transportation engineering course, which is a student-centered, inquiry-based instruction that provides a forum in which essential skills are better developed as compared to traditional lecturing learning. The major objective of PBL and CL learning setups is to help students become active leaders, a method highly regarded as a better method for students' understanding. The expected significance of the project outcomes will be improved student-instructor interaction through active learning which, as a result, will improve student learning process and material-retention.

UD Summer Student Artist in Residence Program (Jeffrey Cortland Jones)

The UD Summer Student Artist-in-Residence (AIR) Program is an innovative partnership of the Department of Visual Arts, ArtStreet, and Residential Services. The program enlists UD student artists during the summer to create artworks for permanent installation in residence halls. Each artist is "commissioned" by a residence hall facility manager to address a problem area of the residence hall. A faculty group guides students through a demanding process of site analysis, research, model making, proposal preparation, and artmaking, and are joined by facility managers for in-progress critiques of their artworks. An "Art Hop" held in Fall 2008 will showcase the new artworks.

Mark your calendars:

The deadline for the LTC Innovation Grants for the 2008-2009 competition will be Wednesday, October 15th, 2008.

Chemistry for Engineering Students: Online Review Module (Denise Taylor)

Students often struggle with basic course material when a prerequisite course had been taken more than a year before. An interactive tutorial is proposed to provide a structured and focused approach for students to re-familiarize themselves with prerequisite chemistry skills used in an upper level environmental engineering course. It provides assessment and immediate feedback to students, letting them self-evaluate where their time and effort would produce the most benefit. The format provides incremental review material at hand for easy access. The modular nature of the interactive tutorial leaves it available for adding new modules as needed for other engineering disciplines requiring chemistry skills.

Supported by Funding from the Graduate School

Online Courses on Object-Oriented Business Systems Development: Extending the Reach of the Graduate Program while Sustaining the Undergraduate MIS Major (Thomas W. Ferratt)

This project supports the educational mission of the Master of Business Administration (MBA) program, other graduate programs, and the undergraduate Management Information Systems (MIS) program. It develops an MBA course based on an undergraduate MIS course on object-oriented business systems development and creates an online version of both the undergraduate and graduate courses. In partnership with the School of Education and Allied Professions, it develops marketing plans to reach more diverse students.

Embedded Graduate Learning: Creating a Graduate Community Fellows Program through a Partnership between the Graduate School and the Fitz Center for Leadership in Community (Christopher Duncan)

The Graduate Community Fellows Program will allow highly qualified graduate students to pursue master's degrees in a variety of disciplines while also serving the greater Dayton community through placement with partner agencies as their fellowships. Two-year, fully-funded fellowships will be awarded to a pilot cohort of 4-5 students for the 2008 fall semester. This grant will support the planning and design of this fellowship program. Costs of implementing the plan will be the responsibility of the Graduate School.

Rethinking English 601 (Rebecca Potter and Margaret M. Strain)

Rethinking English 601 proposes a team-taught approach to a required gateway course for the M.A. in English that underscores the interdisciplinary of English and Writing Studies by modeling that very intersection in its pedagogy. Taught by representative faculty from each field, instructors will broach subjects such as disciplinary conversations, research methods, electronic databases, scholarly conventions – at times drawing upon some of the same resources – to illustrate how scholars and teachers might frame, answer, and publish their research.

International Highlights Winter 2008

January 10 and 14	FES - Developing an integrated and interdisciplinary summer study abroad program
January 26	Passport Fair
February 11-14	World Rhythms Residency with Simon Shaheen
February 19	FES - Regional/Country Conversations: India, Latin-America and Africa
February 22	Application Deadline for 2009 Summer Study Abroad Proposals
February 29	International Festival
March 8	International Women's Day
March 10	FES - Celebrating International Women's Day
April 17	World Rhythms Series with Juanito Pascual Quartet

For a complete listing, visit:

<http://international.udayton.edu/events/>

Resources from the Center for International Programs

UD's Center for International Programs

<http://international.udayton.edu/>

International Resources for Faculty and Staff

<http://international.udayton.edu/resources/facstaff.htm>

Information for Faculty about the Summer Study Abroad Process

<http://international.udayton.edu/edabroad/facstaff/ssa.htm>

UD's International Strategy and Implementation Plan

<http://international.udayton.edu/international/strategy.htm>

UD's International Partners

<http://international.udayton.edu/resources/partners.htm>



FES

Faculty Exchange Series

The Faculty Exchange Series (FES), introduced in the fall, 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, 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 at 229.3309 or Lora.Butcher@notes.udayton.edu.

FE1 Developing an Integrated and Interdisciplinary Summer Study Abroad Program

Hosted by: Amy Anderson and Sally Raymont (Center for International Programs)

Study abroad can provide many excellent learning opportunities for students and faculty alike. Over the past few years, several faculty teams have piloted some innovative approaches to incorporating the site into the course, as well as integrating the courses in an interdisciplinary way. In some cases, the new orientation model, called MAXIE, was also applied. This panel discussion will feature faculty who developed and taught these programs. They will share what worked, what did not, and what they would change next time. Each session will feature different faculty who participated. You are welcome to attend just one session or both.

Thursday, January 10

12:00-1:15 PM

LTC Forum, LUNCH

AND/OR

Monday, January 14

12:00-1:15 PM

LTC Forum, LUNCH

FE2 Library Business: Retooling Services to Meet Your Needs

Hosted by: Hector Escobar (Roesch Library)

Given the changing needs of our faculty and students, library business is not business as usual. We are in a process of change in the way we approach our services. We will showcase new services such as a new instant messaging (IM) service used to answer reference questions, our new LibTA program used to provide research support for tenure track faculty and other services to staff and faculty which are already in place. Lastly, we also hope to discuss the ever changing needs of our users.

Tuesday, January 29

12:00-1:15 PM

KU Ballroom, LUNCH

FE3 Broadening Professional Horizons: The HERS Summer Institute for Women at Bryn Mawr

Hosted by: Patricia Hart (Honors and Scholars Program), Julie Mitchell (Special Programs and Continuing Education), and Kathleen Webb (University Libraries)

In 2006 President Curran committed to sponsoring one UD woman each year for the HERS Summer Institute at Bryn Mawr. This storied program offers an intensive residential professional development experience for faculty and staff women in mid- and senior level positions in higher education administration. HERS provides participants opportunities to learn from senior women leaders and higher education scholars the knowledge, skills and perspectives for achieving institutional priorities and maximizing institutional resources. During this FES session, a panel of three UD women, who attended HERS in 2006 and 2007, will share their experiences and candid perspectives on the benefits and challenges of committing to a program such as HERS. Information about UD's application process for HERS 2008 will also be available.

Thursday, January 31

12:00-1:15 PM

LTC Forum, LUNCH

FE4 Implementing Problem-Based Learning via a Web-Based Simulation Game*Hosted by: John Kanet (MIS, OM, & Decision Sciences)*

Did you know that students can learn effectively from gaming (simulation) technologies? In this session we will explore a project first begun in winter 2006 as part of the LTC Teaching Fellows Program and further supported by an LTC Innovation Grant. The idea was to use a commercially-available Web-based simulation game to enable small teams of students to gain experience in putting into practice what they were learning in class. In this case this involved supply chain management in a fictive competitive environment. This problem-based approach showed significant improvements in regard to knowledge and overall skills, problem-solving skills, and degree of satisfaction. Equally important, undergraduates appreciated this learning method.

Wednesday, February 6**12:00-1:15 PM****LTC Forum, LUNCH****FE5 National Scholarship Competitions: Identifying Strong Candidates and the Benefits for Students***Hosted by: John McCombe (English), Chris Duncan (Political Science), and Kevin Hallinan (Mechanical & Aerospace Engineering)*

Winning prestigious national scholarships—such as the Marshall, Truman, and Goldwater Scholarships—can obviously be a life-changing event for undergraduates. But so can the application process itself. Since all of the most prestigious national awards ask students to articulate their reasons for pursuing graduate education, international travel, and/or public service, the application process asks students to conceive of their identities as emerging scholars and professionals well before graduation. This workshop will include the contributions of both faculty and students who have participated in national scholarship competitions and hopefully accomplish two goals: 1) exchange ideas for identifying strong scholarship candidates; and 2) articulate some of the benefits for students, regardless of the outcome of the competition.

Thursday, February 7**12:00-1:15 PM****LTC Forum, LUNCH****FE6 UD's World Rhythms Residency: Presenting World Rhythms Fellow Simon Shaheen***Hosted by: Susan Byrnes (ArtStreet), Amy Anderson (Center for International Programs), Eileen Carr (Arts Series), John Harris (Cityfolk) and Simon Shaheen*

Simon Shaheen, a Palestinian born in the village of Tarshiha in the Galilee, is one of the most significant Arab musicians, performers, and composers of his generation. His work incorporates and reflects a legacy of Arabic music, and embraces many other styles. In 1994, Shaheen was honored with the prestigious National Heritage Award at the White House. He tours internationally with his group Qantara, and has performed at the Newport Jazz Festival, the Chicago World Music Festival, and New York's Central Park Summer Stage, among many other highly regarded venues. As part of a partnership with the UD Arts Series, the Center for International Programs, ArtStreet, and Cityfolk, Shaheen is visiting UD as our second "World Rhythms Fellow". He will participate in an artist residency during the week of February 10 - 14, and perform with Qantara in UD's Boll Theatre on Thursday, February 14th. FES attendees will meet have the opportunity to meet Simon Shaheen and learn about his music.

Tuesday, February 12**12:00-1:15 PM****LTC Forum, LUNCH****FE7 The UD Summer Student Artist in Residence Program – A Partnership between Visual Arts Faculty, Residential Services, and ArtStreet***Hosted by: Visual Arts Faculty, Residential Services and ArtStreet*

During the summer of 2007, eight students from the Department of Visual Arts were hired by the Department of Residential Services to create large-scale, permanent artworks for five residence halls. Housed at ArtStreet, and installed as resident artists in the studio there, the students spent an intensive twelve weeks working with facility management, art faculty, and community members to analyze student living environments, study works of public art, learn new artistic skills, and create original works to improve the visual atmosphere of the residence halls. From discovering the complexities of painting graffiti to connecting artistic concepts to our Marianist heritage, the students in this program truly experienced "learning and living in community." Hear about the experience from students, faculty, and staff involved, and view some examples of the artwork created.

Wednesday, February 13**12:00-1:15 PM****ArtStreet Studio D, LUNCH***(continued on next page)*

FE8 Regional/Country Conversations: India, Latin-America, Africa

Hosted by: Amy Anderson and Sally Raymont (Center for International Programs) and faculty from Summer 2007

The University of Dayton's strategic plan calls for International and Intercultural Citizenship and Engagement. An important feature of UD's approach to internationalization is integrating learning and living both at home and abroad. Consideration for geographic areas is an important part of implementing a comprehensive strategy. A specified region/country will be the topic of each session. Each session will start with an overview of UD's current engagement with the region/country (e.g., international students and scholars trends, partnerships, education abroad programs, existing courses/curricular programs specific to the area). Participants will then share interests and ideas. A summary of these exchanges will be presented to the Executive Advisory Board responsible for internationalization planning for its consideration.

Tuesday, February 19

12:00-1:15 PM

LTC Forum, LUNCH

FE9 Discussant and Client-Based Approaches to Student Peer Assessment

Hosted by: Steve Gove (Management and Marketing)

The first half of this session will consist of an overview of student peer evaluation techniques followed by a detailed explanation and examples of the use of two specific techniques: discussant and client-based approaches. The discussant approach involves a formal, graded written assignment to critique and offer suggestions for the improvement of future written work of fellow students. The client-based approach involves the student completing analysis work for a client who uses the analysis as part of a decision making process. The client, along with faculty, is then responsible for the evaluation of the student's work. The second half of the session will consist of a round-table discussion on the use of peer evaluation techniques. All faculty, both novices and those experienced with assignments involving peer evaluation components, are encouraged to attend.

Thursday, February 21

12:00-1:15 PM

LTC Forum, LUNCH

FE10 Preserving Cultural Treasures through New Technology: Creating "The Horn in Opera – An Opera Audition Masterclass"

Hosted by: Richard Chenoweth (Music)

This session will feature an examination of the production and creation of a new teaching tool through the use of contemporary audio technology and modern performance practice. This will be a lecture/recital format, one that will include real-time demonstrations of contemporary studio techniques, interactive participation by attendees, a display of the finished product, and suggestions of applicability to other disciplines.

Thursday, February 28

12:00-1:15 PM

LTC Forum, LUNCH

FE11 Celebrate International Women's Day

Hosted by: Amy Anderson (Center for International Programs) and Lisa Rismiller (Women's Center)

Come hear the stories of their international journeys -a panel of international women faculty will share their experiences of coming to the US. Gain an appreciation for the important perspectives they bring to the UD community by hearing about trials and triumphs of being a female academic in another culture. We will also discuss ideas for supporting new international women faculty who come to UD.

Tuesday, March 11

12:00-1:15 PM

LTC Forum, LUNCH

FE12 In Their Shoes: New Perspectives in Understanding a Student with Disabilities

Hosted by: Dude Coudret (LEAD)

The facilitator will walk participants through an interactive Web-based program developed to increase understanding and awareness about students with disabilities and their needs. The facilitated group discussion will allow participants to reflect, interact, and ask questions on the information presented.

Thursday, March 13

12:00-1:15 PM

LTC Forum, LUNCH

FE13 Extending Diversity to the Curricula: What does this Look Like?*Hosted by: Donna Cox (Music) and Jack Ling (Human Resources)*

There are key questions that need to be addressed as we look toward the day when diversity is an inclusion rather than an add-on in the curriculum. This session does not propose to answer the questions but rather to encourage proactive thinking about ways to engage the larger faculty community around diversity as a curricular initiative. It is also designed to bring clarity around what the real questions are. **NOTE: This is a three hour session.**

Thursday, March 27**11:30 AM - 2:30 PM****LTC Forum, LUNCH****FE14 Listen to the Voices of Our African-American Students***Hosted by: Yemi Mahoney (KU and Conference Services)*

Feagin, Vera, and Imani's, *The Agony of Education: Black Students at a White University* (1996), chronicles the experiences of African American students attending a historically white university. It probes the choices and trade-offs these students face at predominantly white institutions: psychologically (un)supportive classroom and campus settings, administrative barriers, and failed recruitment and retention efforts to name a few. What are the experiences of the African-American students at the University of Dayton both in and out of the classroom? What can we do as a campus community to make them feel supported? A student panel will address these questions and more during this session.

Tuesday, April 8**12:00-1:15 PM****LTC Forum, LUNCH****FE15 Internet Addiction: Are College Students at Risk?***Hosted by: Yemi Mahoney (KU and Conference Services)*

What is Internet addiction? How can it impact our students? These are just a few of the issues that will be discussed during this presentation. It is indisputable that the use of technology has profoundly affected higher education and will continue to do so. While the benefits of technology use on campuses have been well-documented, little research has been done on the negative effects. Developmental challenges in conjunction with environmental factors could make college students vulnerable to Internet addiction. With the increasing use of technology on college campuses, it is imperative for educators to examine the potential harmful effects of Internet abuse.

Wednesday, April 16**12:00-1:15 PM****LTC Forum, LUNCH****FE16 The Revised Assessment Process at UD: Follow-up and Feedback***Hosted by: Members of the University Assessment Committee, which is chaired by Joe Untener (Associate Provost for Faculty and Administrative Affairs)*

In fall 2007 several areas across campus piloted a revised assessment process defined by the University Assessment Committee (UAC). During this session, members of UAC and the pilot group participants will share their experiences and advice for the campus on the revised assessment process for UD. Starting in fall 2008, all areas across campus will begin to utilize the new assessment process. Attendance at the first session, while helpful, is not a requirement to join us in this follow-up session.

Thursday, April 17**12:00-1:15 PM****LTC Forum, LUNCH****CALL FOR PROPOSALS**

The deadline to submit a FES proposal for Fall 2008 is Friday, March 28. 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/faculty/facdev/programs/exchange_series.htm

The Faculty Development Committee consists of Janet Bednarek (History), Rex Berney (Physics), Deb Bickford (Office of Provost/LTC/SBA), Kerrie Cross (Roesch Library), Chuck Edmonson (Engineering Technology), Mike Geary (Accounting), Steve Gove (Management and Marketing), Janet Herrelko (Teacher Education), Sawyer Hunley (Counselor Education & Human Services/LTC Fellow), Art Jipson (Criminal Justice Studies/Sociology, Anthropology & Social Work), Drew Murray (Mechanical & Aerospace Engineering/Honors & Scholars), Molly Schaller (Counselor Education & Human Services/LTC Fellow), Andrea Seielstad (School of Law), Steve Wilhoit (English/LTC Fellow), David Wright (UDi/LTC/Biology), and Lora Butcher (LTC).

LTC Learning Workshops

The LTC Learning Workshops are intended to give faculty a more in-depth look at topics related to faculty work-life, scholarship and teaching. Each workshop series is designed to foster faculty participation and interaction. Although we invite faculty to attend any session that is of interest to them, the sessions are intended to build on each other – so we recommend attending an entire series. To attend one or more of these series, please contact Lora Butcher at 229.3309 or Lora.Butcher@notes.udayton.edu.

Connections: Getting to the Information and Data You Need

Hosted by: Roesch Library

L1 Session 1 – Connecting with People via Demographic Research

Hosted by: Amy Edwards and Heidi Gauder (Roesch Library)

Finding out about your neighbors online is growing easier and easier—or is it? This session will feature Roesch Library resources as well as freely-available Web sites that help researchers generate demographic and market research information.

Wednesday, February 13

12:00-1:15 PM

LTC Forum, LUNCH

L2 Session 2 – Making Business Connections with Market and Industry Research

Hosted by: Joan Giglierano (Roesch Library)

While the Web is awash with statistics and “teaser” information, there are more efficient ways to find high-quality, in-depth market and industry research. Come and learn about some of the great resources Roesch Library offers to expedite your search.

Wednesday, February 27

12:00-1:15 PM

LTC Forum, LUNCH

L3 Session 3 – Connecting Research and Writing with RefWorks

Hosted by: Jack O’Gorman (Roesch Library)

RefWorks not only collects, saves and organizes citations from different databases, but it also allows users to format bibliographies, all within an online environment. What’s more, the Write-N-Cite feature facilitates parenthetical text citations, and the Ref Grab-it tool allows users to cite Web sites. This hands-on workshop will introduce users to these features in RefWorks.

Wednesday, March 12

12:00-1:15 PM

LTC Forum, LUNCH

L4 Session 4 – Social Connections: The Library and Web 2.0

Hosted by: Hector Escobar and Bonnie Simmons (Roesch Library)

Gone are the days of simple email. College students today rely on peer networking systems like instant messaging and Facebook to supplement their communication and learning processes. During this session, we will highlight several tools that libraries are using to adapt within this environment.

Wednesday, March 26

12:00-1:15 PM

LTC Forum, LUNCH

Designing and Redesigning Courses

Hosted by: David Wright (Director, Curriculum Innovation and E-Learning)

Amongst the many facets of the education profession, the design of a course is one of the critical contributors to student learning. From the choice of teaching approaches to the methods of assessment, there are best practices associated with creating a new or redesigning an existing course. Today, we have many pressures from within and outside higher education for greater accountability and student success that cause us to reflect on how we should build courses. Additional changes include the rise in the use of technology, greater overlap and synergies between traditional disciplines and the increasing importance of internationalization, to name a few. Each session builds on each other as we explore how to create and implement courses for optimal learning, supporting our UD mission and integrating learning and living.

C1 Session 1 – What Makes for a Good Course Design?

Thursday, January 17

3:00-4:15 PM

LTC Forum

C2 Session 2 – Processes for Designing or Redesigning a Course

Thursday, January 31

3:00-4:15 PM

LTC Forum

C3 Session 3 – Technology and Spaces that Enhance Course Design

Thursday, February 14

3:00-4:15 PM

LTC Forum

C4 Session 4 – Sustaining a Culture of Course Improvement and Distinctiveness

Thursday, February 28

3:00-4:15 PM

LTC Forum

Part-Time Faculty Workshop

Seamless Education: Learning and Living In and Out of the Classroom

This winter's workshop, sponsored by the Faculty Development Committee, will be held on Saturday, February 23. It begins at 8:15 a.m. with breakfast in the KU Barrett Dining Room and will then move to Marianist Hall and other buildings. The workshop will give you an overview of who are our students and what they are learning from this dynamic residential community. Come find out what the research says, what the institution has committed to, and how and where our students live.

PRESENTERS

Christine Schramm (Assistant Dean, Residence Education)

Don Pair (Associate Dean, College of Arts and Sciences)

Craig Schmitt (Executive Director, Residential Services)

If you would like to attend the workshop, please e-mail Lora Butcher at Lora.Butcher@notes.udayton.edu or by calling 229.3309 no later than Tuesday, February 19.

Schedule of Events

8:15 AM	Registration
8:35 AM	Invocation – Welcome – Dialog “The Catholic and Marianist Philosophy of Community Living at UD”
9:45 AM	Walk to Marianist Hall
10:00 AM	Presentation: “Learning-Living Communities”
10:45 AM	Walk to Marycrest Complex
11:00 AM	Tour of residence facility and Student Discussions regarding student experience
Noon	Conclusion

Optional Lunch with students:

If faculty participants would like to have lunch in the Marycrest cafeteria, a free coupon will be offered.

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.

Learning Technology Tuesdays

T1 Promoting Original Work Using Plagiarism-Detection Software

Facilitated by: Ryan Allen

How and why are your students plagiarizing in their papers? What can a busy instructor 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 UD 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.

Tuesday, January 15

12:00 -12:50 PM

LTC TeamSpace

AND

Tuesday, February 19

12:00 -12:50 PM

LTC TeamSpace

T2 Saving a Tree: Building the Paperless Classroom

Facilitated by: Fernando Smith

Although it sometimes seems that a “paperless society” is way in the future, it is possible to learn and teach with much less paper. This seminar will present the tools and techniques needed to convert your class to a paperless Web-enhanced class. A good example is the use of electronic assignments – with grading occurring inside Microsoft Word. Hopefully this session can help ensure that when we do become a paperless society it’s not because we ran out of trees!

Tuesday, January 22

12:00 -12:50 PM

LTC TeamSpace

T3 Podcasting with iTunes University

Facilitated by: Ryan Allen

Ever heard the word “Podcast” and wondered what it was all about? Are you looking for a 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.

Tuesday, January 29

12:00 -12:50 PM

LTC TeamSpace

T4 Level Up WebCT with HTML

Facilitated by: Matt Mize

This seminar introduces advanced Web programming and how it can be used inside WebCT. The first third of the seminar will be overviews of HTML, CSS, JavaScript, and other web technologies to establish a baseline understanding for attendees. The majority of the class will be a self-directed workshop allowing attendees to apply these technologies to their own courses with the help of an experienced Web programmer. If you plan on attending and have a specific topic or tool you would like to use or discuss, please contact Matt Mize at mizematr@notes.udayton.edu prior to the seminar.

Tuesday, February 5

12:00 -12:50 PM

LTC TeamSpace

T5 Improving and Evaluating Classroom Learning with Student Response Systems*Facilitated by: Ryan Allen*

No longer must instructors wait until exam day to see how much their students have learned. 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. Student-held response pads work with a wireless receiver and Microsoft PowerPoint to record student answers and help instructors quickly assess whether students understand the main points of the day’s class instruction.

Tuesday, February 12**12:00 -12:50 PM****LTC TeamSpace****T6 Meet the World Without Ever Leaving your Desk: Lotus Sametime Web Conferencing***Facilitated by: Fernando Smith*

Although most faculty are aware that Web sites permit students to access course content anytime from anyplace (asynchronous), it’s also possible to have students connect online at the same time (synchronous). This seminar will provide an overview of the features of IBM Lotus Sametime, UD’s tool for synchronous online communication and collaboration. Using Sametime, students and instructors can meet and discuss online as if they were in a virtual room where they can share a presentation, talk to the entire class and share notes.

Tuesday, February 26**12:00 -12:50 PM****LTC TeamSpace****T7 If You Build It, They Will Learn: Taking your Course Online***Facilitated by: Fernando Smith*

An introduction to the world of distance education at UD and a discussion about best practices and techniques to translate a traditional face-to-face class to a fully-online distance or hybrid learning class. We will introduce the tools that can be used to deliver the course and cover the basic pedagogical approaches that provide the greatest opportunity for ensuring student success in an online environment.

Tuesday, March 4**12:00 -12:50 PM****LTC TeamSpace****WebCT Training**

Intro to WebCT*	Wednesday, January 9	1:00 PM - 1:50 PM	LTC TeamSpace
Up and Running with WebCT*	Friday, January 11	1:00 PM - 2:50 PM	LTC TeamSpace
Intro to WebCT**	Tuesday, January 15	1:00 PM - 1:50 PM	LTC TeamSpace
Up and Running with WebCT**	Thursday, January 17	1:00 PM - 2:50 PM	LTC TeamSpace
Intro to WebCT*	Wednesday, February 6	1:00 PM - 1:50 PM	LTC TeamSpace
Up and Running with WebCT*	Friday, February 8	1:00 PM - 2:50 PM	LTC TeamSpace
Intro to WebCT**	Tuesday, March 4	1:00 PM - 1:50 PM	LTC TeamSpace
Up and Running with WebCT**	Thursday, March 6	1:00 PM - 2:50 PM	LTC TeamSpace

Facilitated by Ryan Allen (E-Learning Lab).**Facilitated by Fernando Smith (E-Learning Lab).*

IT Training

IT Training on the Road

Members of the IT Training Lab always go the “extra mile” to assist faculty, staff and students with their knowledge of Microsoft Word, PowerPoint, Excel and even computing ethics. In fact, every week a computing ethics educational session is offered to UD students who have violated the Policy on Fair, Responsible and Acceptable Use of Electronic Resources. This occurs when students share copyrighted material through peer-to-peer (P2P) networking.

Usually these training sessions take place on the UD campus. But IT Training Specialist Mike McClure, provided some “preemptive education” at Stebbins High School recently. Mike, an alum of Stebbins, traveled to the Dayton city school to make the students aware about the growing problem of illegal file sharing among high school and college students and the risks involved. Mike gave a one hour Computing Ethics presentation to the group of twenty seniors.

Computing Ethics sessions are designed to educate college students on copyright laws and regulations, university policy regarding P2P networking, and the sanctions imposed by the University and the Recording Industry Association of America (RIAA).

The IT Training Department seized this opportunity to proactively educate graduating seniors on the dangers and repercussions of illegal file sharing. Feedback from teachers at Stebbins was positive, stating that Mike’s “... presentation gave them (the students) second thoughts on what they can and cannot do in college.”



For more information about file sharing visit the following Web resource: <http://udit.udayton.edu/?contentId=1492>

Getting Up To Speed with Microsoft Office 2007

As classroom and office computers are upgraded with the new version of Microsoft Office, you may ask yourself, “how do I learn about the new features of Office 2007?”



The IT Training Lab offers face-to-face and online training opportunities. Look for announcements for our instructor-led sessions during the winter 2008 semester. We also offer convenient online training that will introduce the basic features of Office. This new online training class is called “Getting Familiar with Microsoft Office 2007,” and covers a variety of topics in Microsoft Word 2007, Excel 2007 and PowerPoint 2007. To access this course, please do the following:

- Go to <http://OnlineTraining.udayton.edu> and log on with your Novell/LDAP username and password.
- Click on the Use Registration Code(s) link and type the following code into the Registration Code field: CLASS-EOA-JBU-HAR
- Click on the Enter button and close the small window.
- You may need to refresh the page to show the addition of the new course to the menu of available courses.

You can view the class whenever you need – it’s simple, free and will help you get started with Office 2007.

**For more information about Microsoft Office 2007,
visit our Web site at: <http://training.udayton.edu/office2007>**

Bring Office 2007 training to your desk, a computer in the LTC, or a computer at any other place where you can work on increasing your skills. Users tell us they love the fact that they can go to a lesson about a specific topic when they encounter a need. The lessons are FREE, available 24/7, and easy to follow. To view the large collection of short lessons, visit <http://office.microsoft.com/en-us/training/>. The lessons include Quick Reference Guides, hands on practice, and expert advice. Share this resource with students, co-workers, and family members!

IT Training Schedule - Winter 2008

COURSE NAME	DATE	TIME
Power of Pivot Tables	Friday, January 18	9:00 AM - 11:00 AM
Lotus Notes	Tuesday, February 5	2:00 PM - 4:00 PM
Certifications	Wednesday, February 6	2:00 PM - 4:00 PM
Lotus Notes Mail	Wednesday, February 13	9:00 AM - 11:00 AM
Word 2007	Thursday, February 14	9:00 AM - 11:00 AM
Lotus Notes Calendar	Tuesday, February 19	2:00 PM - 4:00 PM
Lotus Notes Calendar	Wednesday, February 20	2:00 PM - 4:00 PM
Excel 2007	Wednesday, February 27	9:00 AM - 11:00 AM
PowerPoint 2007	Thursday, February 28	9:00 AM - 11:00 AM
Publisher 2007	Wednesday, March 5	2:00 PM - 4:00 PM
Word 2007	Thursday, March 6	2:00 PM - 4:00 PM
Windows Vista	Tuesday, March 11	9:00 AM - 11:00 AM
Lotus Notes Calendar	Wednesday, March 12	9:00 AM - 11:00 AM
File Management 101	Tuesday, March 18	9:00 AM - 11:00 AM
Excel 2007	Tuesday, March 18	2:00 PM - 4:00 PM
Ram Management 101	Wednesday, March 19	9:00 AM - 11:00 AM
PowerPoint 2007	Wednesday, March 19	2:00 PM - 4:00 PM
FrontPage Part 1	Wednesday, March 26	9:00 AM - 11:00 AM
FrontPage Part 2	Thursday, March 27	9:00 AM - 11:00 AM
Windows Vista	Tuesday, April 1	9:00 AM - 11:00 AM
Word 2007	Wednesday, April 2	9:00 AM - 11:00 AM
Lotus Notes Calendar	Wednesday, April 16	2:00 PM - 4:00 PM
Excel 2007	Thursday, April 17	2:00 PM - 4:00 PM
Publisher 2007	Wednesday, April 23	9:00 AM - 11:00 AM

Interested in attending an IT Training session?
 Register online at <http://training.udayton.edu/calendar.htm>.

CARMA Research Methods Webinars for Winter 2008

The Center for the Advancement of Research Methods and Analysis (CARMA) is a non-profit unit of the School of Business at Virginia Commonwealth University. CARMA conducts Webinars on a variety of research methods topics and hosts a video archive of prior events. We would like to extend an invitation to all interested faculty, staff, and students to participate in these events. For details about session content, please contact Steve Gove (Management & Marketing Department, Faculty Development Committee, and CARMA Series Facilitator) at 229.2239 or gove@udayton.edu.

Each Webinar consists of an approximately 60 minute presentation followed by a 30 minute Q&A session. Each session is presented by an accomplished expert in the area. Topics cover a range of basic and cutting edge research methods issues and areas. The sessions are suitable as an introduction to a topic, a refresher, continuing education, or for an area expert session as part of a graduate class in research methods.

CARMA Research Methods Webinars at UD are co-sponsored by the Department of Management and Marketing (School of Business Administration) and the Ryan C. Harris Learning Teaching Center.

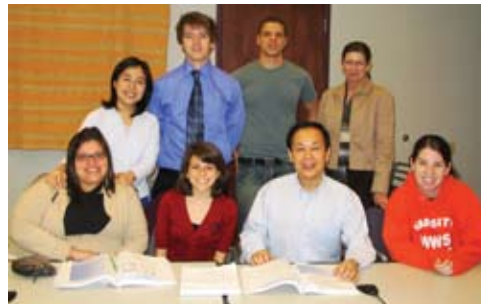
TITLE & PRESENTER	DATE	TIME	LOCATION
Conditional Reasoning and Personality Measurement by Dr. Larry James, Georgia Institute of Technology	Friday, January 18	12:00 - 1:30 PM *	LTC Studio
Measurement Invariance and Applied Research by Dr. Roger Millsap, Arizona State University	Friday, February 29	12:00 - 1:30 PM *	LTC Studio
Webcast Assembly - (3 Lectures) Restriction of Range by Dr. Paul Sackett, University of Minnesota	Friday, March 21	12:00 - 1:30 PM *	MH103
Discontinuous Growth Models by Dr. Paul Bliese, Walter Reed Army Institute of Research	Friday, March 21	1:30 - 3:00 PM	MH103
Strategy and Research Methods Development by Dr. Don Bergh, University of Denver	Friday, March 21	3:00 – 4:30 PM	MH103
Publishing Criteria for Qualitative Research by Dr. Michael Pratt, University of Illinois	Friday, April 18	1:30 - 3:00 PM	LTC Studio

** Noon time sessions will have lunch and beverages available, while other times will have snacks and beverages.*

To register for these events or to gain access to the online archived recordings of prior Webinars, please contact Lora Butcher at 229.3309 or Lora.Butcher@notes.udayton.edu

Videoconferencing Update

Although there were some doubts at first as to how effective language classes could be if delivered via videoconferencing, the LTC has proudly collaborated for two years with the Department of Languages to host several classes in Arabic and Mandarin Chinese. In each case, UD students were located on our campus and took the courses in the LTC Forum or TeamSpace, assisted by a graduate assistant, while the instructor taught the course from a distant location. The accompanying picture shows the UD students taking Mandarin in fall 2007. The same technology can be used to deliver courses to students at remote sites, or for enabling interviews or seminars with speakers and participants at remote sites.



The videoconferencing 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 this equipment, please contact Rise' Kreitzer, LTC Coordinator, at LTC@notes.udayton.edu or 229.4898.

UD's Future Learning Management System

The learning management system (LMS) currently used by UD is WebCT CE 4.1. It is used by over 300 faculty and instructional staff to deliver Web-enhanced or purely online distance learning courses. During peak usage, more than 700 sections are delivered in WebCT. Udit Curriculum Innovation & E-Learning is committed to ensuring that the university has a robust LMS that fulfills the needs of the faculty and students.

As you may know, WebCT was acquired by Blackboard in early 2006. An outcome of this merger is a series of changes in the product lines offered by the new Blackboard. As part of this process, Blackboard will be discontinuing support for CE 4 in the near future. UD and many other universities around the nation are watching these moves carefully while discussing the business practices and quality of support offered by Blackboard. Simultaneously there has been a rise in the level of interest in open source LMS's such as Sakai and Moodle.

These changes in the LMS landscape and the impending end-of-life of WebCT CE 4.1, has prompted an investigation as to the choices for an asynchronous tool to deliver Web-enhanced and distance learning courses at UD. Using data gathered from faculty currently using WebCT and various other sources of data researched by Udit, a LMS Advisory Panel, comprised of members across the academic units, have been charged with making a recommendation for a replacement to WebCT.

During the winter semester, the work of the Advisory Panel will conclude with their recommendation being made to the Provost and Senior VP for Educational Affairs, the Provost Council and CIO. The process of deploying the new LMS will take several semesters, and will involve training for existing users, and support for faculty moving content to the new system. WebCT will remain in-use throughout the transition. Udit is committed to fully-supporting the delivery of courses that require an LMS.

To discuss this transition process and to introduce the new LMS, the LTC will host briefings in winter 2008. These sessions are intended to share the implementation strategy and to seek input from faculty regarding the deployment of the new LMS. The first session is described below, with additional sessions to be announced. The actual training seminars and workshops for using the new LMS will be advertised at a later time and are anticipated to ramp-up through summer 2008 to winter 2009.

The Future UD Learning Management System

Facilitated by Fernando Smith and David Wright (UDit/LTC)

Friday, February 29

1:00PM

LTC Forum (Registration is not required)

The Classroom Becomes Optional

Students often find in their syllabi a list of optional readings. But students in Finance 360 (Investments) were surprised to find that the classroom was optional. Half of the students elected to forgo the classroom, and to complete the course work online. They were able to watch lectures for the course via video streams created from videotapes made of the instructor in the classroom.

Last summer, Finance instructor Peter Lung sought to have his two hour class videotaped so students who couldn't make the trip to campus had the choice of taking the class online. For Lung, it was a no-brainer. "It's very convenient for students who cannot attend classes," he said. "Students can review all the material. However, there is no immediate interaction."



Lung admits he was apprehensive at first when deciding whether to videotape the class. Lung worked together with John LeComte from the eMedia Lab to iron out the details. After the class was videotaped, the "video stream" was posted on Lung's Web site within a few hours. "I watched all my video streams," commented Lung. "It helped me to review my teaching as well. The first time was quite strange to me but I felt more comfortable later."

Video streaming is increasingly important at UD for both distance learning and face-to-face courses. Lung says he encourages his colleagues to try it. "It's a good experience." It must have been. Right now, he's designing an MBA course using this same approach.

**For information on making and streaming videos please contact John LeComte
in the eMedia Lab at 229.2676 or John.LeComte@notes.udayton.edu.**

New Media Lab

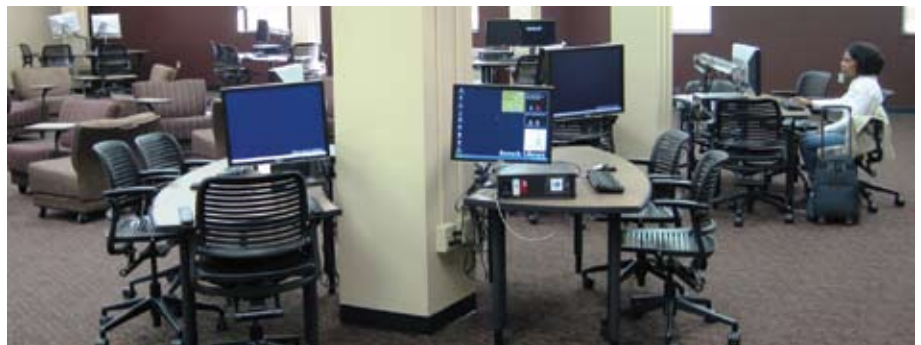
In partnership with the LTC and UDiT, the University Libraries has created a media creation facility in Roesch Library. Located within the Group Project Space on the second floor of Roesch, this space contains several workstations that constitute a new public media lab. Students, faculty and staff can use workstations to create and edit digital video and audio projects.

The Group Project Space was created this fall, combining comfortable teaming space with powerful computers. Four of the ten computer pods will be converted into "Media Pods" capable of handling video and audio capture, editing and DVD burning. Plans include the availability of digital cameras and flash drives for checkout, plus microphones, and audio recorder and DVD-RWs or CD-RW's to use while creating projects in the space.

Faculty can assign multimedia projects to students knowing their students can access these resources. The Media Pods will be available any time the library is open with knowledgeable staff available approximately 20 hours a week to help.

"We're excited about these new services," says Fran Rice, Director of Information Systems and Digital Access. "We're interested in how students use this space and we welcome comments." Please let us know if there are additional resources we need to add to this new student learning space.

**Questions regarding the new Media
Pods can be sent to Fran Rice
(Frances.Rice@notes.udayton.edu
or 229.3551) or John LeComte ([John.
LeComte@notes.udayton.edu](mailto:John.LeComte@notes.udayton.edu) or
229.2676).**



Electronic Textbooks: A Compelling New Learning Tool

In the past few years many textbooks have been published with ancillary materials located on CD-ROM's or Web sites that accompany the book. These electronic supplements have included additional readings, multimedia such as movies or animations, and quizzes that supported the traditional printed text.

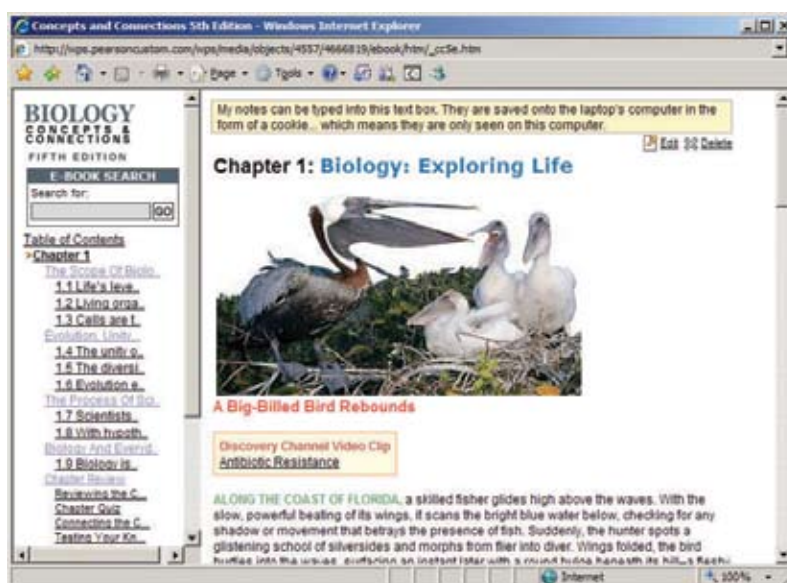
A more recent change has been the introduction of 100% electronic textbooks with the entire contents (including the basic text) of the book being made available online. Today students have the option of choosing between the paper and electronic versions of a select number of textbooks.

In 2007, the Ohio Board of Regents and OhioLink began a pilot experiment involving three universities in Ohio, including the University of Dayton, to offer in selected courses to all participating students a completely online eTextbook. Brother Dan Klco, a lecturer in the Department of Biology, was the instructor for one of the courses in the pilot. Most of the students in one of his sections of BIO101 (General Biology I) used the electronic version of the book adopted for the course.



Student reactions were very favorable and contributed greatly to the success of the OBR/OhioLink experiment. The pilot projects have highlighted two important benefits of the eTextbooks. Firstly, from the academic perspective, the online book is more dynamic with multimedia elements – including interactive activities that enable active learning approaches. Secondly, students can realize significant cost savings as much as 50%.

As higher education addresses ways to improve learning while controlling costs, the opportunities offered by eTextbooks provides a compelling opportunity.



Getting Started with Podcasting

Podcasting involves creating a digital audio or video file and then sharing it. Faculty could potentially share lecture materials, review notes, oral history interviews and foreign language samples – just to name a few examples.

The University of Dayton has teamed-up with Apple to offer iTunes U to the campus. This is a connection within iTunes that eases the process of podcasting academic content to students.



Here is how you get started...

- We recommend using a USB digital recorder. These are relatively inexpensive. You can also borrow a unit from the LTC's eMedia Lab.
- Turn on the recorder, press record and talk into the built-in microphone or use an external lapel microphone.
- After making the recording, slide the recorder into the USB connection on your computer.
- A list of the audio files you created will appear automatically on your computer. Use the mouse to drag the files to your desktop or a folder on the computer.
- You've now completed the first step in audio recording. There are other ways to record your audio such as using an iPod or your computer using a microphone and software.
- To upload your files into iTunes U, simply follow the information for instructors at <http://iTunes.udayton.edu>

Reservations in the LTC

The modern age has arrived for all your needs that require technology. Eighteen brand new Tangent notebooks are now available for departments to hold training, workshops or meetings in the LTC. Please be aware that full-day and multi-day events are best scheduled during breaks and the summer.

Space is available to non-LTC residents based on the same dates that Kennedy Union uses for scheduling. Summer '08 requests begin February 15. Fall '08 requests begin April 1. Winter '09 requests begin November 1.

Other items available in the LTC include video conferencing, audio conferencing, electronic white board, document camera, digital camera, camcorders, digital audio recorder, cable TV, VHS, DVD, scanner, Tablet PCs and rooms equipped with a data projector/screen/computer ready to go.



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



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. Each year SOCHE hosts a number of conferences and workshops. 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>).

Higher Education Conference

“Technology and Education: Baby Boomers to Net Generation Students”

Tuesday, February 5, 2008
9:00 AM - 3:00 PM
Sinclair Community College

The 2008 Higher Education Conference, a collaboration between SOCHE and GCCCU, promises to WOW attendees with a host of engaging and entertaining presentations. For the first time, this annual conference will have special sessions on the latest use of technology for improving student learning. The presentations will cover Web 2.0 technologies, including: Wikis, Blogs, Second Life, Podcasting and Computers in the classroom.

Equally important, distinguished guest Dr. Mark David Milliron will speak about the new generation of learning and how it impacts baby boomers to millennial students. Blended learning, mobile devices, gaming, social networking, high-impact presentation technologies, and analytics are bringing new twists and quick turns to our on-ground and online learning environments. What else is ahead? How much more can we take? How do we retain the human touch? How do we make these learning environments sustainable? A trustee for the Western Governors University, Dr. Milliron is an award-winning leader, author, speaker, and consultant best known for exploring leadership development, future trends, learning strategies, and the human side of technology change.

During the day, attendees will have the opportunity to visit with staff from Apple, as well as hear from a “prediction panel” on the future of technology and learning.

“Quest for Community: A Call to Action”

Friday, April 18, 2008
9:00 AM - 4:00 PM
Wright State University

Faculty Awards Conference

“Formative Evaluation of Teaching”

Friday, April 25, 2008
9:00 AM - 2:00 PM
Wittenberg University

Library Conference

“Placing the Library in the Student Journey: The First Year and Beyond”

Wednesday, May 7, 2008
10:00 AM - 2:00 PM
Wright State University

Summer Conference

“Legal Issues in Higher Education”

Friday, May 30, 2008
9:00 AM - 3:00 PM
Sinclair Community College

The LTC Newsletter is published by the Ryan C. Harris Learning Teaching Center in the Fall and Winter 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.

Please email any comments or questions to:
LTC@notes.udayton.edu.

Designer - Adrienne Niess




The Blend's Breakfast Special:
One Muffin and a Small Coffee
Only \$2.75!

Redeemable at the Blend (Ground Floor of Roesch Library) or the Blend Express (Miriam Hall Atrium)
Offer expires 1/31/08

the Blend

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 summer and fall terms, 2008, will be distributed early in April.

If you have any questions, contact Rise' Kreitzer (LTC@notes.udayton.edu or 229.4898) or Steve Wilhoit (Wilhoit@notes.udayton.edu or 229.5317).

More information on the Studio, application, and the "Community of Practice" can be found at <http://LTC.udayton.edu/faculty/studio.htm>



Improving your Courses with Student Feedback

Deadline: Friday, January 25

Need some insight into your students and how you can help them learn? Try the Mid-term Instructional Diagnosis (MID). This is offered each semester to all faculty and results can be insightful; the students have praised the process because it communicates faculty interest in their learning. The process is voluntary and confidential.

The deadline to submit an application is Friday, January 25. 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 application can be found at: <http://LTC.udayton.edu/faculty/facdev/programs/mid.htm>



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