University of Dayton
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Fall 8-1-2006

LTC Newsletter

University of Dayton. Ryan C. Harris Learning Teaching Center

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International Perspective and Intercultural Understanding

Amy Anderson, Director, Center for International Programs

Photograph by Jessica Kyle - Itaparica Island, Brazil

Over the past year, UD has engaged in a strategic planning process for further internationalizing the campus. In keeping with our commitment to excellence in transformative education through promoting multicultural and international learning, in January 2005, the Provost called for a "comprehensive plan for internationalization that has the support of faculty, staff, students, and administrators and is within the institution's ability to support."

An International Strategy Team (IST) was appointed, and from their dialogue, three priority goals emerged as necessary for UD's progress toward internationalization: (1) internationalize education; (2) strengthen international recruitment and retention of students and faculty; and (3) enhance education abroad. A working group for each was created to develop recommendations for these priority goals. Over the last year over 50 faculty and staff committed themselves to this process and made important progress.

This year, the work will focus on refining the international strategy, linking our strategy with processes that will facilitate our goals, and developing a communication strategy to keep the campus informed and engaged in the process.

The Center for International Programs (CIP) is a key player in this strategic planning process. CIP provides leadership and coordination for the University's internationalization process, including assisting in faculty and curriculum development, development and administration of international educational programs (study abroad, exchanges, internships, immersion and service), cultivating relationships with institutions in other countries, and providing programming on campus to enhance our Vision of Excellence.

Faculty are invited to participate in LTC-associated events this fall that promote international and intercultural education and to be a part of the strategic planning discussion:

- Internationalization – Strategic Planning and Key Initiatives (FES)
- Chinese and American Education: Differences and Synergies (FES)
- Exploring Summer International Education (LTC Learning Workshops)
- Passing on the Legacy of Leadership with the Pathfinder Project (FES)
- *Reading Lolita in Tehran: A Memoir in Books* by Azar Nafisi (Reading Group)
- Access the Digital Globe: Geographic Information and Analysis for Everyone (FES)
- Global Digital Learning Communities: Using Technology to Increase International Awareness (E-Learning Seminar)

International Programs and Services

Education Abroad
Students may study from a few weeks to a full year in another country as a way to expand and enhance their education. Programs are offered through the CIP's Summer Study Abroad Program (formerly ISSAP), Campus Ministry, or individual academic departments and include course work, service learning experiences, field studies and language immersion. Opportunities for study exist across the globe and have included Australia, China, Costa Rica, Ecuador, England, France, Germany, Ghana, Ireland, Italy, Mexico, Morocco and Spain.

International Student and Scholar Services
International students and scholars receive assistance with areas such as immigration issues, counseling, personal advising, social and extracurricular activities, and emergencies. The office serves as a link between international students and the rest of the University and the surrounding community.

NEW! World Exchange
Beginning sometime in the fall, Alumni Hall 012 will become home to the World Exchange (W.E.), a lounge and conference/work area where international collaborations can take place. Internationally oriented student clubs, faculty and staff will be encouraged to use this space. CIP will invite student clubs to use this space for meetings and other international exchanges.

NEW! International Learning Community
Students may choose to participate in an international learning living community. US-based and international students can select to live together on a first year floor or a Garden Apartment, and participate in a community that encourages the communication and building of relationships between all students from a variety of cultures.

NEW! Intensive English Program
Participants may perfect their English skills through our Intensive English Program (formerly ELMI) which offers a combination of English language study with immersion in the American culture and university experience. Course work is offered in grammar, reading and writing, listening and speaking as well as TOEFL preparation, readying students and faculty for the language of academics at the collegiate level. Visit *http://iep.udayton.edu.*

UD Ambassadors
University of Dayton students, faculty and staff, and people in the Dayton community volunteer to be local ambassadors to our international students. This may involve weekly conversations, invitations to family gatherings and activities, or transportation to the grocery. All participants benefit from learning about each other's culture. Non-native speakers may practice their English speaking skills through the Conversation Partners Program.

International Clubs
The UD International Club (UDIC) organizes events such as the International Festival, movie nights and "World Connections," an introduction by an international student to his or her home country and culture. Upcoming events can be found at *http://www.udayton.edu/~udic/.* The International Club is open to all students. Other international clubs include the Indian Student Association, the Korean Student Association and the Chinese Student and Scholar Association. A complete list can be found at *http://international.udayton.edu/iss/studentlife/.*

Center for Int'l Programs Contact Information

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The Center for International Programs has moved and is now located in Alumni Hall, room 117. The office is open Monday through Friday from 8:30 am until 4:30 pm. Contact the CIP at 937-229-3514 or via e-mail at *cip@notes.udayton.edu*, or visit our Web site at *http://international.udayton.edu*.
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Language Learning Center

All students benefit from the high-tech Language Learning Center which offers students several individual work stations where they can listen to sound tracks and international radio broadcasts, watch DVDs and international television, read current publications from various countries, practice their language skills using computer-assisted instruction, communicate with other countries through the Internet and e-mail, and sharpen their listening and reading skills on interactive computer/video-disk machines.

http://academic.udayton.edu/LLC/

International Festival
The annual International Festival on campus features cultural booths, a fashion show, international entertainment, world jeopardy, ethnic food and much, much more. Visit *http://international.udayton.edu/events/festival/* for information.

International Alumni
In partnership with Alumni Relations, the Center for International Programs maintains connections with international alumni who have pursued careers and vocations around the world – particularly those willing to assist students, faculty, staff and alumni pursuing international interests.

Educational Travel
The Office of Continuing Education offers educational trips led by University of Dayton faculty and staff members. Destinations have included Morocco, Spain, Vienna and Martinique. More information can be found at *http://artssciences.udayton.edu/continuingeducation/travel/.*

Reading Group
Reading Lolita in Tehran: A Memoir in Books
by Azar Nafisi

Facilitated by David Darrow,
Department of History and Director of the International Studies Program

Azar Nafisi's book is a great way to develop an understanding of the culture of a different country. This choice of book is poignant as we seek to learn more of Iran, Islam, and the challenges associated with education in an increasingly connected world. Azar Nafisi will also be a presenter on September 14 in the UD Diversity Series Lecture.

Tuesdays, 3 - 4:30 PM
LTC MeetingSpace
September 12, 26
October 17, 31

About the Book
Every Thursday morning for two years in the Islamic Republic of Iran, a bold and inspired teacher named Azar Nafisi secretly gathered seven of her most committed female students to read forbidden Western classics. As Islamic morality squads staged arbitrary raids in Tehran, fundamentalists seized hold of the universities, and a blind censor stifled artistic expression, the girls in Azar Nafisi's living room risked removing their veils and immersed themselves in the worlds of Jane Austen, F. Scott Fitzgerald, Henry James, and Vladimir Nabokov. In this extraordinary memoir, their stories become intertwined with the ones they are reading. *Reading Lolita in Tehran* is a remarkable exploration of resilience in the face of tyranny and a celebration of the liberating power of literature.

About the Author
Azar Nafisi is a professor at Johns Hopkins University. She won a fellowship from Oxford and taught English literature at the University of Tehran, the Free Islamic University and Allameh Tabatabai University in Iran. She was expelled from the University of Tehran for refusing to wear the veil and left Iran for America in 1997. She has written for *The New York Times, The Washington Post, The Wall Street Journal* and *The New Republic*, and is the author of *Anti-Terra: A Critical Study of Vladimir Nabokov's Novels.* She lives in Washington, D.C., with her husband and two children.

If you are interested in joining this reading group, please contact Lora Bailey at *Lora.Bailey@notes.udayton.edu* or 229.3309.

Educational Partners Abroad and Affiliations

Al Akhawayn University in Ifrane (Morocco)
Augsburg University (Germany)
Ecole Superieure de Management de L'Enterprise (France)
Ecole Superieure des Sciences Commerciale d'Angers (France)
Helsinki School of Economics and Business Administration (Finland)
Institut Catholique de Paris (France)
Nanjing University (China)
Shanghai Normal University (China)
University of Concepción (Chile)
University of Duesto (Spain)

The University of Dayton is a member of the International Federation of Catholic Universities, Institute for International Education, and NAFSA.
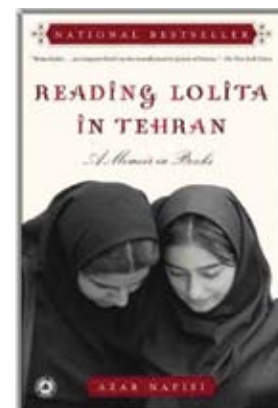
Global Digital Learning Communities
The Role of Technology in Internationalizing Education

Thomas Friedman's book *The World is Flat: A Brief History of the Twenty-first Century*, documents how the information technology (IT) revolution and changes in international trade policies have created unprecedented communication and business exchange between countries. This has subsequently challenged US industries and "flattened" the playing field for other countries' participation in a global economy. Calls have been made to change how higher education prepares students to live and work in this "flat world" (e.g. American Council on Education).

Although learning involves behavioral changes of an individual person, the context for these changes is a social environment involving many interacting people. Given that our graduates must live and work in a "flat world," we should seek to create opportunities to widen the social learning environment to encompass people beyond the confines of a typical classroom and, indeed, beyond international and cultural borders. Ultimately, our graduates must compete and work in such a global environment. They must also take leadership roles in solving looming mega-problems such as global warming, pandemics, energy needs, terrorism and over-population. IT tools can connect people spanning the globe to create a broadened learning environment to help focus on common ground. Therefore it's appropriate for faculty and student to develop expertise in creating *global digital learning communities*. Here are some examples (you may think of many more):

- UD students can work in teams that include members from outside the US or different ethnic and cultural backgrounds. Participants can collaborate using communication tools such as Web-based conferencing, video- or text-based instant messaging, email, wikis and blogs.
- Classroom discussions can be enriched with video- or phone-conferences with community and business leaders from around the world.
- Students that complete an education abroad experience (such as classes or service work) are able to share their experiences with other students on returning to UD. Digital media enables a rich exchange of images, movies and sounds. Student presentations can include live connections with the people they interacted with overseas.
- Faculty conducting scholarship abroad can similarly share their experiences live via video conferencing or recorded for an enriching classroom experience. Students can simultaneously be immersed in different cultures and experience scholarship first hand.

In other words, the technologies that can be used outside an educational setting to conduct business in a "flat world," can be used to foster student international understanding. While learning of different cultures, our students can also build the skills needed to network with peoples from around the world. Please take advantage of the technology tools, training and support resources provided by UDit, the LTC and other UD units to help you and your students create global digital learning communities.

An E-Learning Seminar on September 12 (repeated September 13) will explore "Global Digital Learning Communities: Using Technology to Increase International Awareness."

Contributed by David J. Wright (LTC).

MID-TERM
INSTRUCTIONAL DIAGNOSTIC

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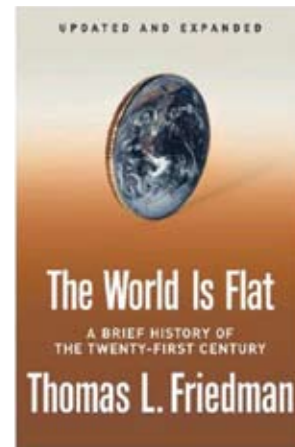
Improving your Courses with Student Feedback

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 perception. The process is voluntary and confidential.

Sounds interesting, but would like more information? Please check out the following Web page, or contact Lora Bailey at *Lora.Bailey@notes.udayton.edu* or 229.3309.

http://LTC.udayton.edu/faculty/facdev/programs/mid.htm

Alumni Awards in Scholarship and Teaching

On behalf of the University of Dayton Alumni Association, the Faculty Awards Committee makes two awards that recognize nominated faculty that have made distinguished contributions to scholarship and teaching. Individual faculty or teams of faculty can be recognized using the guidelines and selection criteria described on the LTC Web site (http://LTC.udayton.edu/Faculty). Recipients of the awards receive $1,500 and are recognized by the President of UD and will be invited to make public presentations at appropriate ceremonies and forums.

Descriptive citations of the 2006 Alumni Award winners are given below. The LTC congratulates both Dr. Russell Hardie and Dr. Messay Kebede. Information regarding the nomination process for the 2007 competition will be sent to faculty during the fall, and are due in February 2007.

Alumni Award in Teaching – 2006 – Dr. Russell C. Hardie

Dr. Russell Hardie is professor of Electrical and Computer Engineering in the School of Engineering. As a teacher, Russ has set several objectives for his students: to learn how things work, to develop creative engineering problem solving skills, to develop skills that will aid them in life-long exploration, and to develop enthusiasm about their learning.

Russ has already received several teaching awards from the School of Engineering. Much about his teaching accomplishments is exemplary. He has developed truly innovative courses, one of which is a first-year engineering design course which is based on robotics using the Lego Mindstorms System. All of his courses are based on four interrelated methods: personal mastery of the subject matter, enthusiastic presentation to engage students, thorough preparation, and project-based learning. He endeavors--and succeeds--in making his courses fun and relevant without sacrificing depth of coverage.

Dr. Hardie is extremely attentive to assessment of his teaching efforts. He utilizes a number of assessment activities, some of which he has specifically designed for his own use. All of these approaches underscore that he has clearly achieved distinction in his teaching. In addition to his teaching, he has an outstanding record of scholarship. He has published some 30 articles in scholarly journals and huge numbers of conference proceedings, presentations, and technical reports.

He provides lots of service to his students, including overseeing special topics and reading courses, and supervising both undergraduate and graduate dissertations. He also makes some unexpected contributions. He advises the world's most dangerous juggling club at UD and, as a music lover, he shows students the connection between music and electrical engineering. His contributions to teaching are well summed up in the words of one student who said simply "Dr. Hardie is the man!"

Alumni Award in Scholarship – 2006 – Dr. Messay Kebede

Dr. Messay Kebede is professor of Philosophy in the College of Arts and Sciences. Messay has achieved true distinction in his scholarship and is recognized worldwide for his contributions. His department chair stated that " . . . his scholarly publications and presentations to learned audiences here and abroad have earned him national and international recognition as one of today's most influential philosophers concerned with the global import of modernization and development."

He has authored three significant books. His first, in 1994, was entitled *Meaning and Development*, which established him as a noteworthy philosopher. A second book, in 1999, was *Survival and Modernization—Ethiopia's Enigmatic Present: A Philosophical Discourse*. This won him considerable acclaim for his discussion of philosophical issues reflected in Ethiopia's modern statehood. In 2004 came his third book entitled *Africa's Quest for a Philosophy of Decolonization*.

Dr. Kebede's research interests are broader than Africa and Ethiopia. He has a work in progress dealing with the philosophy of Henri Bergson, which reflects his interest in French philosophy and stems from his training in French philosophy at the University of Grenoble. Other scholars have described Messay's work as ". . . a broad, even-handed philosophical approach with a firm moral sense," and ". . . his professional contributions are disciplined yet compassionate, and he never loses sight of the worth of human beings."

In addition to numerous contributions, Messay has authored numerous articles and presentations. He is also an excellent teacher having won acclaim from both faculty and students. He is dedicated to the point that he works at home every morning on his research, and no one is allowed to schedule meetings or classes before noon if they want him to be present. Dr. Kebede is a true scholar with a superb international reputation.

The Faculty Awards Committee for 2006, appointed by the Provost, consisted of Chair John Rapp (Economics & Finance) and committee members Jamie Ervin (Mechanical & Aerospace Engineering), Richard Chenoweth (Music), Thomas Hunt (Teacher Education), Ramzi Nasser (Law School), Mike O'Hare (Physics), Joyce Dean (Alumni Support), Carrie Pappas (Student), and Matthew Kocoloski (Student.). Citations written by John Rapp (Economics and Finance). Photos courtesy of UD Public Relations.

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
Fernando Smith - 229-5499

Learning Enhancement and Academic Development
Timothy King – 229-3383

Faculty Development & Curriculum Innovations
David Wright – 229.4604

In Touch with LEAD

Timothy King, Ph.D., Director, LEAD

The fall semester is an ideal time to reintroduce the UD community to the programs and services offered by LEAD. In addition LEAD will introduce a range of new programs and services this fall to complement traditional offerings and as a response to the evolving needs of the UD community, especially those from faculty and students. That said, the purpose of LEAD is to support faculty through targeted and innovative learning support for students, and working collaboratively with faculty, LEAD will inspire enhanced student learning.

Fall Programs and Services Offered by LEAD

Drop-In Tutoring

LEAD provides peer facilitated Drop-In Tutoring for select General Education courses including but not limited to:

- Accounting
- Biology
- Chemistry
- Computer Science
- Decision Sciences
- Economics
- Geology
- Mathematics
- Physics

Writing Support (The Write Place)

Peer writing consultants assist undergraduate writers with understanding the writing process and writing skills development. In addition, peer leaders provide select undergraduates with enhanced writing support through tutor supported English 101 and 102.

Mathematics Support

A LEAD staff member teaches DEV 060, a developmental mathematics course for first year students who demonstrate mathematics deficiencies. To foster successful completion rates for mathematics, LEAD offers peer-led study groups for Math 128, 129, and 102. Furthermore, LEAD provides mathematics QRC workshops to increase students' successful passing of the mathematics competency for graduation.

Disability Services

LEAD insures reasonable accommodations for qualified students with disabilities at the University of Dayton. Currently LEAD serves nearly 800 students with disabilities.

Supplemental Instruction (SI)

LEAD provides SI in History 103, Philosophy 103, and Religion 103 for students who received conditional admission status at the University of Dayton. One hundred fifty students participate in SI every fall semester, and their retention rate to the second year is nearly 80% from 2001-2005.

Assistive Technology & Alternative Formats Production

Ryan's Lab serves as the University of Dayton's central resource for adaptive computer equipment and software. Ryan's Lab also provides alternative formats production such as Braille and e-text.

New Programs and Services

One-Stop Shopping for The Write Place, Math Study Groups, Drop-In Tutoring

The Write Place will have a new home starting in the fall semester, 2006 in Roesch Library Room 502. The new location is part of a collaborative effort with the Roesch Library to centralize writing support services and to enable students to use the library for learning support services to complement their use of the library for research and as a place for study.

In addition and to promote a wide range of services that are readily available to students in a central location, LEAD will add Drop-In Tutoring and Math Study Groups on either side of The Write Place, in rooms 501 and 503 Roesch Library. LEAD staff are hopeful the new centrally located physical arrangements for learning support in the Roesch Library will facilitate a 'one stop shopping' mentality in students, thereby increasing student use of various services.

Fall Learning Enrichment Workshop (LEW)

LEAD will offer three experimental sections of the Learning Enrichment Workshop this fall for designated populations. LEW is a proactive learning support model that addresses developmental issues typically associated with first-year students. The purpose for offering LEW in the fall is to increase retention rates for designated populations. Typically LEW had been limited to the winter semester for first year students on academic probation following their first fall semester. The fall model of LEW places emphasis on self-directed learning as a means to avoid academic probation altogether.

Supplemental Instruction (SI) for Biology 151

For over a decade LEAD has orchestrated Supplemental Instruction-a research based academic assistance program that utilizes peer facilitated study sessions-for conditionally admitted students in humanities based survey classes in History, Philosophy, and Religion. This fall LEAD will pilot SI in two sections of Biology 151 for students with regular admissions status as part of LEAD's plan to expand SI to the hard sciences (which is typical for most SI programs) and to provide additional learning support to the general student population.

Alternative Formats Production

Because LEAD quadrupled its alternative formats production output last year, and due to the increased demand for alternative formats (Braille, e-text, large print, etc.), LEAD collaborated with the Roesch Library to develop a state of the art alternative formats production laboratory on the 2nd floor of Roesch. The production lab will feature four workstations with advanced format conversion technology for addressing the needs of the community.

Web-Site Redesigned

LEAD staff have restructured our Web site with updated information, ease of use links, and included resources for faculty and staff about LEAD services. Please see the new web-site at *http://LEAD.udayton.edu*.

On-line Tutor Training

LEAD takes pride in the fact that our peer facilitators are certified through the College Reading and Learning Association (CRLA), and in an effort to streamline training for peer leaders LEAD will introduce an on-line training module aimed at providing potential tutors and/or peer facilitators with generalized training. The on-line training module will enable LEAD staff to focus additional training efforts in specialized areas such as writing support, supplemental instruction, study groups, drop-in tutoring, and the like.

Referring Students to LEAD

Before referring students to LEAD, the staff encourage faculty to visit LEAD to learn first hand the types of services available and to meet staff in person. LEAD staff are also available for programmatic presentations for faculty units or individuals. The more faculty know about LEAD the better faculty can direct students with referrals.

Regardless, if there is a student in class who is struggling or who requests assistance with the course, feel free to refer that student to LEAD, located at LTC 023 (Ground level of the Roesch Library) for learning support, 229.2066 (voice), and *LEAD@notes.udayton.edu.*
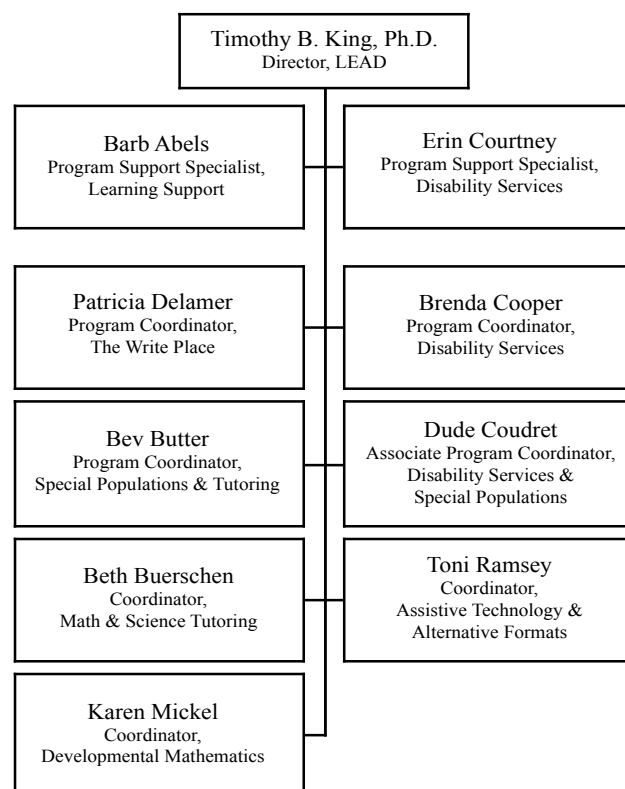
Contact LEAD

For general inquiries:

229.2066

LEAD@notes.udayton.edu

Disability Services:

disability.services@notes.udayton.edu

Visit the new LEAD website:
http://LEAD.udayton.edu

LEAD Staff

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Beth Buerschen
Coordinator,
Math & Science Tutoring

Toni Ramsey
Coordinator,
Assistive Technology &
Alternative Formats

Karen Mickel
Coordinator,
Developmental Mathematics

Join a Community of Faculty Committed to Improve Teaching and Learning
Teaching in the LTC Studio

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.

If you are interested in teaching in the Studio this winter, contact either Lora Bailey or Steve Wilhoit in the LTC (addresses below). Even if you are already scheduled to teach in a different building this fall, we still have spaces open if you would like to move your class to the Studio.

Applications to teach in the Studio next Winter term will be sent to all faculty early in the Fall semester. Simply fill out the application, obtain your chair's signature, and return the form by campus mail to Lora Bailey, +1302. Applications are due by Monday, September 18, 2006. Applications are reviewed by members of the Faculty Development Committee.

If you have any questions, contact either Lora Bailey (*Lora.Bailey@notes.udayton. edu* or 229.3309) 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*.

Reserving Space in the LTC

Any UD faculty, staff or student may reserve space in the LTC for administrative or academic related meetings, classes, study sessions, training workshops or presentations (some restrictions apply). Contact the LTC Coordinator at *LTC@notes. udayton.edu* or 229.4898 to hold a room, make a reservation or confirm an event at least 48 weekday business hours prior to your event. Please provide your name and phone number, the event name, the type of event, the name of the group holding the event, the date(s) and time(s) needed, the preferred room (optional), the estimated or actual attendance, any technology or special setup needs and the name of an event attendee who will take responsibility for the room use. You will receive an electronic confirmation once your event is on hold or confirmed.

Announcing a Fall '06 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.

Reading group participants will also be invited to attend the Ohio First Year Summit in Cincinnati on October 13 (registration fee courtesy of the LTC), where Nathan (aka Cathy Small) will be the keynoter.

My Freshman Year:
What a Professor Learned by Becoming a Student
by Rebekah Nathan

**Thursdays, 3-4:15 pm
LTC Forum
September 14 & 28
October 12 & 26
November 9**

If you are interested in joining this reading group, please contact Lora Bailey at *Lora.Bailey@notes.udayton.edu* or 229.3309.

Pen-Based Computing with Tablet PC's

The School of Engineering, UDit and the LTC have been experimenting with Tablet PC's. This comes as a prelude to a pilot offering of Tablet PC's to first year engineering students in fall 2006. Funding from an LTC Innovation Grant helped UD in exploring the role of Tablet PC's in teaching and learning. In addition, the Department of Engineering Technology received a $69,000 Technology for Teaching grant from Hewlett-Packard that includes 20 Tablet PC's and other equipment and $15,000 for curriculum development. UD will use the grant to redesign an upper-level distance learning course in engineering technology for use on Tablet PCs. Teams currently collaborate on class projects using pen and paper. This technology will allow them to work together online at the same time during the creative process. This is one example of how Tablet PC's can enhance the learning process.

What is a Tablet PC?

A Tablet PC is a Windows-based notebook PC with a screen that is able to detect a mouse built to fit the hand as a pen. Using the Tablet PC is the closest one can get to using digital paper. Writing on the screen with the special pen is similar to writing on paper. Not all computer programs take advantage of this feature – but increasing numbers do, such as Microsoft Office. Here are some examples of how students and faculty could use a Tablet PC:

- Annotating essays during the grading process.
- Writing and highlighting documents in the classroom.
- Using the pen to input graphics and formulae.
- Highlighting PowerPoint slides during a presentation.
- Student teams collaborating and designing on a virtual white-board.

School of Engineering Pilot

Initiated by the faculty and dean of the School of Engineering (SOE), a pilot offering of Tablet PC's will be made available to first year SOE students entering in the fall of 2006. The Tablet PC will be available as an option to the standard UD notebook model. If this pilot program is successful (as judged from student and faculty feedback), the incoming first year SOE students of fall 2007 will be required to purchase a Tablet PC. With significant support from SOE, the pilot involves curricular changes that integrate both a hardware and software initiative to meet the educational needs of SOE students.

Hardware

Several Tablet PC models that could be supported by the UD student hardware integrator (Tangent) were studied by UDit and SOE faculty, administrators, IT staff and students. For this 2006 pilot program, the selected model computer is manufactured by Gateway. This is not necessarily the manufacturer to be used in subsequent years. It is important to note that this computer is a full-featured and highly capable machine, that would be ideal for both SOE and non-SOE classes. It is also important to recognize that UDit Technology Support Services group will be supporting only the Gateway Tablet PC within the framework of this SOE pilot project.

Software

Although not strictly tied to the Tablet PC, the SOE will be offering its students and faculty a package of software licenses that cover the various engineering applications used in engineering classes. Applications include Autodesk, Multisim, MathCAD, MatLAB, Microsoft Project, Visio and OneNote. These applications typically require the use of a mouse for graphic input – which is dramatically improved with a Tablet PC-based pen input.
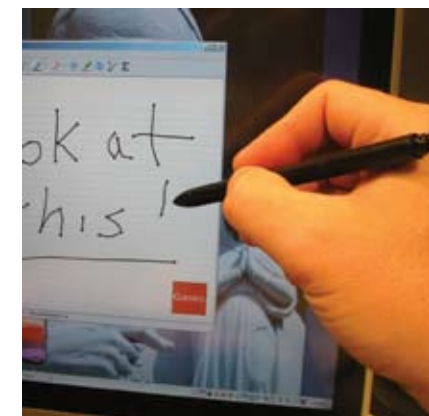
It feels like a pen on paper, but this is actually a mouse that you can hand write or draw onto the Tablet PC screen.

Conclusions

Engineers are increasingly working with mobile computing resources outside of traditional office spaces. Traveling to work sites and interacting with clients in diverse environments requires powerful portable computers. The graphic and formula-based entry of data and problem-solving using typical notebook computers is rather difficult, but is greatly improved using Tablet PC's. The write-on-the-screen capability of this new computing platform enables the closest approximation of electronic paper. Based on feedback gathered this winter in the LTC, it would appear that UD's engineering students equipped with tablet PC's will be better prepared for the future engineering work environment.

Contributed by David J. Wright (Director of Curriculum Innovation and E-Learning, LTC) and members of UDit.

UD School of Engineering faculty and students experienced Tablet PC's in winter 2006 in a project that involved the LTC Studio with funding from an LTC Innovation Grant. Both faculty and students were excited by the potential of pen-based computers for learning.

Call for Proposals
2006-2007 LTC Innovation Grants

The LTC Innovation 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 the educational mission of UD.

If you are a full-time faculty member or team led by a full-time faculty, you are encouraged to apply for an LTC Innovation Grant. Part-time faculty are welcomed to be a part of a team of faculty submitting a proposal – with the stipulation that the team leader is a full-time faculty member. To be eligible for a grant, you do not have to be working in or with the Ryan C. Harris Learning Teaching Center; but we hope that you take advantage of the resources of the LTC.

Up to six grants for a maximum award of up to $7,500 each will be granted. The maximum total for each award is $7,500, whether for an individual or a team. The money can be used for:

- Stipend or replacement allowance. If used as a stipend, this grant provides funds for faculty time and work. The stipend goes to faculty for work during a period of time when they are not under regular contract or the funds go to the department as a replacement allowance for faculty released during the regular contract year.
- When calculating the budget, a mandatory estimated benefit rate of 39% needs to be accounted for to cover benefits.
- Funds for the purchase of materials, equipment, technical services.
- Student or clerical assistance directly related to the learning improvement process.

The deadline for applications is Monday, October 23, 2006. Beginning in September, copies of an official application form will be distributed through an e-mail announcement. You can also request a copy of the application form from Lora Bailey at *lora.bailey@notes.udayton.edu* or 229.3309. Any questions, please contact Lora.

Part-Time Faculty

Along with our traditional half-day workshop in the fall we will be introducing a new series of shorter seminars that minimize the impact on part-time faculty schedules. We encourage part-time faculty to attend, and let us know if there are topics we should consider for future workshops and seminars.

Fall Part-Time Faculty Workshop

Saturday, October 21
Breakfast: 8:30 am, KU Barrett Dining Room
Program 9:45 am, LTC

This fall's Workshop, sponsored by the Faculty Development Committee, will be held on Saturday, October 21. It begins at 8:30 a.m. with a breakfast in the KU Barrett Dining Room and the guest speaker is Paul Benson (Associate Dean for Integrated Learning and Curriculum, Arts and Sciences). Then we will move to the LTC for the morning program beginning at 9:45 a.m. David Wright will facilitate an all-morning session on "Creating a Course Web Site Using WebCT." The other facilitators will be Roesch Library – "Tools for the Classroom" and "Google and Scholar" and Timothy King (Learning Enhancement and Development) – "The Interactive Process for Reasonable Accommodation" and "Reading, Writing, Roesch 503." At noon there are two more optional sessions: "Roesch Library 101 & Tour" and "Campus Tour." Mark your calendars; registration information will be forthcoming. For more information, please contact Lora Bailey, Faculty Development Coordinator, at 229.3309.

Part-Time Faculty Seminars
Only 75 minutes!

This fall the Faculty Development Committee is hosting 75 minute seminars for part-time faculty. All seminars will be held from 10:00 to 11:15 a.m. on varying days in the Ryan C. Harris Learning Teaching Center. On Thursdays, Roesch Library will be presenting various library tools: "Roesch Library 101 and Tour" (September 7); "Students and Research, Library Style" (September 21); and Advanced Google Searching (November 2). UDit will be presenting technology tips on Saturdays: "How to Collect, Grade, and Return Homework Assignments Electronically (no paper)" (September 23) and "How to Harness the Power of Lotus Notes – Emailing Your Students, Instant Messaging, Calendars, and More!" (November 4). And, the Office of Learning Enhancement and Development will be presenting "How Difficult Can It Be?" on Tuesday, October 24.

More information on the seminars will be mailed out. For more information or registration, please contact Lora Bailey at *lora.bailey@notes.udayton.edu* or 229.3309.

Friday Afternoon Discussions Revitalized
....
Fireside Chats

For years Xavier Monasterio (Professor Emeritus, Philosophy), organized the Friday Afternoon Discussions each semester as a forum for debate about pertinent issues of concern to members of the UD community.

Beginning in winter 2006, a team of faculty and students organized a series of "Fireside Chats" with the same traditions of developing a dialog for all UD members. The name is derived from the fact that the meetings occur in the Kennedy Union Torch Lounge.

In large part the reconstitution of the Friday Afternoon Discussions came from the interest expressed by two UD students. Ernesto Romo and Budd Nerone were student representatives at the Marianist University Meeting in 2005. In collaboration with the Faculty Development Committee the students formed a team with two faculty and the faculty development coordinator: Ralph Frasca (Economics and Finance), Mark Nielson (Biology), and Lora Bailey (LTC).

Details of the Fireside Chats for fall '06 are being planned by Joan McGuinness Wagner, Director of Marianist Strategies, working with Ernesto Romo and Budd Nerone, with support from the Faculty Development Committee and the LTC. Please look for a forthcoming e-mail announcement.

Faculty Exchange Series
FES

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 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 be presented 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.

FE1 **Internationalization – Strategic Planning and Key Initiatives**
Hosted by: Panel members of International Strategy Team with Introduction by Daniel Curran (President)

The International Strategy Team is a group of faculty, program directors, department chairs, professional staff and key administrators. The group was pulled together at the request of the president and provost with the intent of researching strategies and best practices associated with internationalizing higher education in order to develop an innovative plan for UD. This session will focus on an overview of the strategic planning process that has emerged from the team. During this session, members of the strategy team will articulate specific parts of the plan and the context for some of the current and future key initiatives taking place.

Friday, September 1   **12:00 – 1:15 PM**   **KU West Ballroom, LUNCH**

FE2 **Passing on the Legacy of Leadership with the Pathfinder Project**
Hosted by: Dennis Greene (School of Law)

The Pathfinder Project involved the filming of a four-week immersion course, where six UD undergraduates studied and discussed African American history, from slavery to present day for three weeks and in the fourth week taught the same material to high school students from the Dayton Early College Academy. One of the main objectives was to explore the leadership principles utilized by people such as Frederick Douglass, Sojourner Truth and Booker T. Washington and how they can be applied today.

Tuesday, September 5   **12:00 – 1:15 PM**   **LTC Forum, LUNCH**

FE3 **Beyond Google: Teaching Effective Undergraduate Research Skills**
Hosted by: Heidi Gauder (Roesch Library), Jack O'Gorman (Roesch Library), Elizabeth Wardle (English), Andrea Koziol (Geology), and David Darrow (History)

Bridging the gap between undergraduate scholarship and students' concepts of research can be difficult. In this panel discussion, teaching faculty and librarians from Roesch Library will discuss their experiences with and perspectives on effective student research. How do we expand students notion of research beyond the use of Google?

Wednesday, September 13   **12:00 – 1:15 PM**   **LTC Forum, LUNCH**

FE4 Google Scholar: Ready for Prime Time?

Hosted by: Joan Giglierano (Roesch Library)

Google Scholar, available in beta mode since November 2004, advertises itself as a simple tool for searching for scholarly literature. What is it, does it live up to its hype, and what should its role be in academic research? How widespread is its use by students and faculty on the UD campus? How should it be positioned vis-à-vis subscription databases when teaching research skills to undergraduates? This session will demonstrate how Google Scholar works and discuss some of the issues surrounding its use in the classroom.

Tuesday, September 19 **12:00 – 1:15 PM** **LTC Forum, LUNCH**

FE5 AlcoholEdu: A New Tool for Alcohol Education and Prevention

Hosted by: Scott Markland (Student Development)

AlcoholEdu for College is a 2-1/2 hour web-based alcohol prevention course being utilized at UD for each entering class. The program is delivered via Virtual Orientation (during the late summer) and uses the latest prevention techniques and science-based research to educate students about the impact of alcohol on the mind, body, family, and community. Whether or not students are consuming alcohol, AlcoholEdu for College aims to empower students to make well-informed decisions about alcohol and help them better cope with the drinking behavior of peers. This session will provide information about the course, outcome data from students, and discussion on how this tool fits into UD's overarching prevention strategies.

Wednesday, September 27 **12:00 – 1:15 PM** **LTC Forum, LUNCH**

FE6 Access the Digital Globe: Geographic Information and Analysis for Everyone

Hosted by: Katie Schoenenberger (Geology) and Shuang-Ye Wu (Geology)

This session will present an introduction to geographic information systems (GIS) and an update on what resources, curriculum, and training is available to UD faculty, staff, and students. GIS is quickly becoming an essential tool in working with spatial information and analysis. The recent popularity of such tools as MapQuest and Google Earth has spotlighted the dynamic nature of spatial information and 3D visualizations. Come see how you can incorporate and tailor the visualization and analysis tools available through the University's GIS resources into your research and teaching.

Tuesday, October 3 **12:00 – 1:15 PM** **LTC Forum, LUNCH**

FE7 Student Social Networking with Facebook and the Role of Academics

Hosted by: Chris Schramm (Residence Education), Chris Wiley (Career Services Center), Debra Monk (Community Standards and Civility), David Wright (Director of Curriculum Innovation and E-Learning)

Students are increasingly using Web sites to create social networks. Facebook is the most common of these Web sites (http://www.facebook.com) and is used extensively by UD undergraduates. Students use Facebook to share interests and to make and connect with friends at UD and around the country. Although students appreciate the very open nature of this communication, there are risks associated with publishing pictures and messages that may be offensive, incriminating or risky. What should UD collectively do to help students understand the risk of this social networking phenomenon? Are there advantages to using Facebook that align with the UD mission?

Thursday, October 5 **12:00 – 1:15 PM** **LTC Forum, LUNCH**

FE8 How Difficult Can It Be?

Hosted by: Dude Coudret (Learning Enhancement & Academic Development)

How difficult can it be? Get inside the mind of a student with a Learning Disability and find out how anxiety, frustration, and tensions impact the learning experience of a student with a Cognitive Disability. This informative and entertaining session on Cognitive Disabilities will allow you experience for a short time, what these students experience in every aspect of their life. Learn teaching strategies that are not only good for students with disabilities but for all students.

Friday, October 13 **12:00 – 1:15 PM** **LTC Forum, LUNCH**

FE9 How Human Services Majors Fit at UD

Hosted by: Jennifer David-Berman (Director, Social Work Minor) and Art Jipson (Director, Criminal Justice Studies Program), and Michele Thornton (Sociology, Anthropology, and Social Work)

The group will explore how human services majors can connect to the Marianist character of the University of Dayton, contribute to the broader community, and play a useful role in the academic mission through bridging research, service, and concern. As such, these students serve as excellent models for other students in other majors.

Monday, October 16 **12:00 – 1:15 PM** **LTC Forum, LUNCH**

FE10 Academic Passions Seminars: An Innovative Way to Create Engagement

Hosted by: Chris Schramm (Residence Education) and Paul Benson (College of Arts and Sciences)

This session will inform participants about the content, methods, and objectives of the Academic Passion Seminars, a bold and popular set of experimental mini-courses that was funded through a 2005-06 grant from the Provost's office for "Enhancing Student Culture for Academic Engagement and Excellence." Nine Academic Passions Seminars were offered in Winter Term 2006. The presenters will share their perspectives on and assessment of the Academic Passions Seminars and the lessons that this experiment suggests.

Wednesday, October 25 **12:00 – 1:15 PM** **LTC Forum, LUNCH**

FE11 Writing Across the Curriculum

Hosted by: Steve Wilhoit (English & LTC Fellow)

The Writing Across the Curriculum workshop began in the winter of 1999. It runs for 13 weeks on Thursday afternoons and involves 10-12 faculty members from across the university who gather to discuss how writing can aid learning in the disciplines and how instructors can use writing more effectively in their classes. Over the years, this workshop has received rave reviews from participants, several of who have said it was the best faculty development program they have ever attended. This session will discuss expectations of participation and the benefits derived. If you have ever wondered about this program, come and find out more.

Thursday, October 26 **12:00 – 1:15 PM** **LTC Forum, LUNCH**

FE12 Let's Discuss "Business as a Calling!" You Didn't Know?

Hosted by: Joseph Castellano (Accounting) and Victor Forlani (Management and Marketing)

Social Impact Management, The Living Company, Living-Asset Stewardship, Communities of Leaders and Learning, The Value of Corporate Values are all topics that are commanding greater attention as organizations struggle to deal with such issues as how to balance the needs of shareholders and other stakeholders, how to develop real purpose and meaning for employees, and how to overcome the fragmentation, distrust, fear, and internal competition that robs the organization's ability to continually create and share the new knowledge and innovation that is so necessary for survival. We designed the "Business as a Calling" initiative in the School of Business to enable students, faculty, and alumni to understand and cope with these issues in ways that are consonant with Catholic Social Teaching, our Marianist Traditions, and the tenets of other faiths.

Tuesday, November 7 **12:00 – 1:15 PM** **LTC Forum, LUNCH**

FE13 **Porch Reads: Results from Enhancing Student Culture for Academic Achievement and Excellence Grant**

Hosted by: Heidi Gauder (Roesch Library), Chris Schramm (Residence Education), and Joan Giglierano (Roesch Library)

What would happen if you asked students to read a book and talk about it with their peers and faculty? Librarians at the University of Dayton Roesch Library, along with their colleagues in Residence Education, secured a year-long Enhancing Student Culture for Academic Achievement and Excellence grant for 2005-2006 school year to find the answer to that question. Second-year students were offered the chance to read a free book outside the classroom and then meet to discuss it with faculty volunteers. What happened at those discussions was surprising to all.

| **Thursday, November 9** | **12:00 – 1:15 PM** | **LTC Forum, LUNCH** |

FE14 **Chinese and American Education: Differences and Synergies**

Hosted by: Panel of faculty, students, and the Staff of the Center for International Programs

As UD develops more educational exchange with China, it is important that we understand the cultural and educational perspectives of the Chinese students that join our community. The goal of this session is to develop a better understanding of education in China, including its differences and similarities to the US system. We will have a particular focus on learning styles. We will also discuss culturally sensitive strategies for engaging and integrating these new international students into our UD community.

| **Monday, November 13** | **12:00 – 1:15 PM** | **LTC Forum, LUNCH** |

FE15 **The Sophomore Experience Program in Criminal Justice Studies**

Hosted by: Art Jipson (Criminal Justice Program)

We will examine the newly created Sophomore Experience Program for Criminal Justice Studies majors. The program includes a website resource for Sophomores, "Sophomore Strategies" a newly created E-newsletter, a faculty-student lunch series, activities, and events geared towards sophomores, and a mentoring program and academic planning program which are still in the development phase.

| **Friday, December 1** | **12:00 – 1:15 PM** | **LTC TeamSpace, LUNCH** |

To attend one or more of these sessions, please contact Lora Bailey at 229.3309 or *Lora.Bailey@notes.udayton.edu.*

2006-2007
FACULTY DEVELOPMENT COMMITTEE

Janet Bednarek, History	*Art Jipson, Sociology, Anthropology & Social Work*
Deb Bickford, Associate Provost for Academic Affairs & Learning Initiatives	*Drew Murray, Mechanical & Aerospace Engineering*
Kerrie Cross, Roesch Library	*Don Pair, Geology*
Chuck Edmonson, Engineering Technology	*Molly Schaller, Counselor Education & Human Services/LTC Fellow*
Ralph Fresca, Economics & Finance	*Andrea Seielstad, School of Law*
Mike Geary, Accounting	*Steve Wilhoit, English/LTC Fellow*
Janet Herrelko, Teacher Education	*David Wright, Director of Curriculum Innovation & e-Learning*
Sawyer Hunley, Counselor Education & Human Services/LTC Fellow	*Lora Bailey, Faculty Development Coordinator*

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 Bailey at 229.3309 or *Lora.Bailey@notes.udayton.edu.*

Library Research Strategies: A Four-Part Course

Session 1 **Beginning Research Strategies: Effective Search Techniques**

Hosted by: Joan Giglierano (Roesch Library)

Tired of plowing through thousands of search results when you search library databases or the web? If you are not sure what the terms Boolean, nesting or truncation mean, then this session is for you. You will learn basic and effective search techniques to increase the wheat and cut down on the chaff you retrieve.

| **Wednesday, September 6** | **12:00 – 1:15 PM** | **LTC Forum, LUNCH** |

Session 2 **Intermediate Research Strategies: Cluster and Citation Searches**

Hosted by: Heidi Gauder (Roesch Library)

This session will build upon the techniques covered in Session 1 and show users how to implement them in across a wider range of resources. Learn how to do cluster searching and how to run citation searches, a powerful and effective tool for researching within your discipline.

| **Wednesday, September 20** | **12:00 – 1:15 PM** | **LTC Forum, LUNCH** |

Session 3 **Advanced Research Strategies I: Search and Table of Contents Alerts**

Hosted by: Erica Coe (Roesch Library)

Don't go to library databases – make them come to you. Get the latest research and news delivered to your e-mail account. This seminar will show you how to set up alerts for Table of Contents customized searches. Sources covered will include several library databases and Google.

| **Wednesday, October 4** | **12:00 – 1:15 PM** | **LTC Forum, LUNCH** |

Session 4 **Advanced Research Strategies II: RefWorks**

Hosted by: Jack O'Gorman (Roesch Library)

Automate your references while you research. Roesch Library now offers RefWorks, a web-based bibliographic management software program that allows researchers to collect, save, organize, and format references from a variety of databases. This session will introduce users to the basics of running and managing RefWorks.

| **Wednesday, October 18** | **12:00 – 1:15 PM** | **LTC Forum, LUNCH** |

Futuristic Fridays: Helping you lead a "Digital Life"

Session 1   A Digital Academic Life: Tools Available for Faculty

Hosted by: John LeComte (eMedia Lab, LTC)

Students can be found toting iPods, cell phones and notebook computers. Students seem well immersed in a "digital life" in which they readily use these tools to create social communities. In this session we will take a look at some of the tools and technologies that faculty and staff can use to help create a similar academic digital life that can improve teaching, scholarship and service activities.

| Friday, September 15 | 12:00 – 1:15 PM | LTC MeetingSpace, LUNCH |

Session 2   Everything You Ever Wanted to Know about DVD's

Hosted by: John LeComte (eMedia Lab, LTC)

DVD disks are used for so many purposes, from recording and playback of movies to archiving files from your computer. They are an important part of our "digital life." But there are multiple disk formats, and the choices have become increasingly confusing with the advent of high definition video. In this session we explore these differences and give you the low down on the best choices for your applications.

| Friday, September 29 | 12:00 – 1:15 PM | LTC MeetingSpace, LUNCH |

Session 3   Digital Video 101: Using the Tools Already on Your Computer

Hosted by: John LeComte (eMedia Lab, LTC)

Did you know that most modern computers are equipped with the necessary tools to edit digital video? This session will explore these options and give an overview of shooting video and importing into a computer, followed by the basics of editing. Without getting too technical, it's possible to create professional-looking videos for use in academic or scholarly settings.

| Friday, October 13 | 12:00 – 1:15 PM | LTC MeetingSpace, LUNCH |

Session 4   Digital Audio 101: A Simple Way to Record Audio to Your PC

Hosted by: John LeComte (eMedia Lab, LTC)

Using tools that can be found on most modern computers, this session will explore how to record and edit digital audio. Although similar in concept to the process of creating digital video, there are many useful applications for working with the simpler audio-only recordings. From documenting oral histories to sharing pronunciation guides to students, there are many uses for self-made digital audio recordings.

| Friday, October 27 | 12:00 – 1:15 PM | LTC MeetingSpace, LUNCH |

Session 5   Digital Audio 102: Recording and Sharing Audio from the Classroom

Hosted by: John LeComte (eMedia Lab, LTC)

Using consumer electronics and a standard computer, it is possible to record pretty much anything anywhere. Even recording lectures or guest visitors in the classroom is possible. Although you may have heard of "MP3's" as having something to do with pirated music, this is actually a very compact file format that is perfect for sharing legitimate recordings. It's easier than you think to create and share your own MP3's.

| Friday, November 10 | 12:00 – 1:15 PM | LTC MeetingSpace, LUNCH |

Exploring Summer International Education

International education offers a unique opportunity for faculty and students to experience education in a new way. This workshop series provides an opportunity to learn about the latest approaches to designing educational programs abroad, to network with others who may be interested in collaborative learning and teaching, and to learn about the application and proposal process. All three sessions will offer a unique viewpoint of educational programs abroad. Anyone with an interest in international education is encouraged to attend.

Session 1   Innovative Approaches to Summer Study Abroad

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

Learn about the new and innovative approaches that faculty explored last summer. A panel of faculty who participated in several different types of programs will discuss what worked and what didn't.

| Wednesday, October 18 | 3:00 - 4:30 PM | LTC Forum |

Session 2   Network to Exchange Ideas on Study Abroad

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

Meet with faculty who share an interest in summer study abroad opportunities. CIP encourages interdisciplinary team proposals so share your ideas and connect with others. This is an excellent session to network and find other possible partners, get feedback from others on your ideas, etc.

| Wednesday, November 1 | 3:00 - 4:30 PM | LTC Forum |

Session 3   Presenting Proposals for Summer Study Abroad

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

The call for proposals for faculty interested in teaching in summer 2008 will come out in early January 2007. This proposal and selection process has undergone some important changes in the last two years. Learn about the application process, review samples of selected proposals in the past, and give us your feedback and ideas for future programs.

| Wednesday, November 15 | 3:00 - 4:30 PM | LTC Forum |
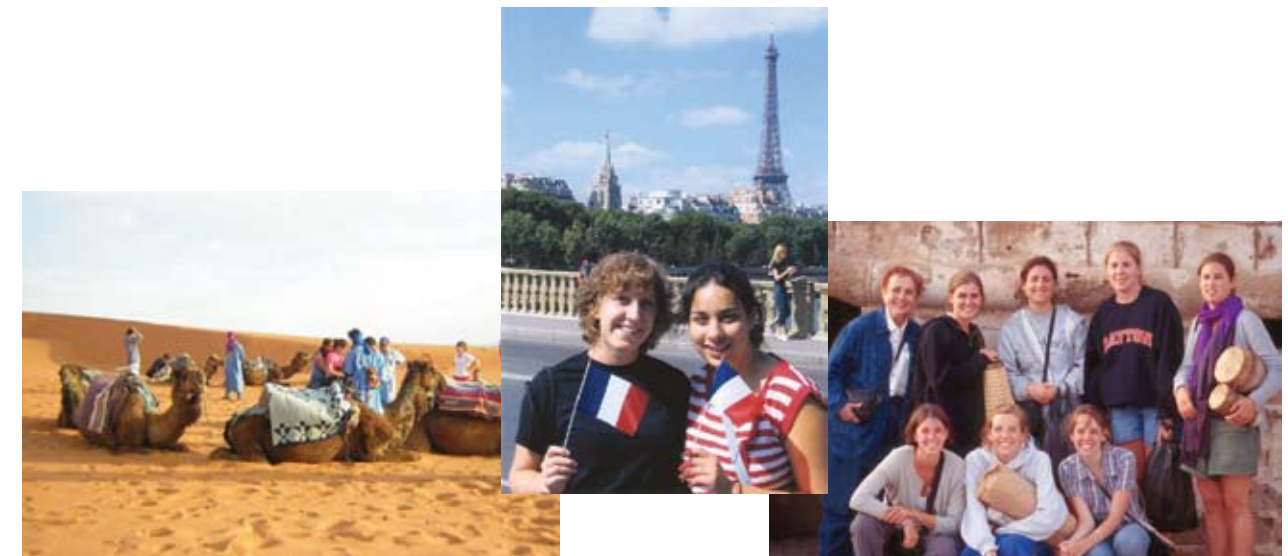
E-Learning Seminars

The 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 Bailey at 229.3309 or *Lora.Bailey@notes.udayton.edu*.

September

Introduction to WebCT	Wednesday – 9/6	1:30-2:30 PM	LTC TeamSpace
Up and Running With WebCT	Thursday – 9/7	1:00-3:00 PM	LTC TeamSpace
Global Digital Learning Communities: Using Technology to Increase International Awareness*	Tuesday – 9/12	11:00 AM -12:00 PM	LTC MeetingSpace
Global Digital Learning Communities: Using Technology to Increase International Awareness*	Wednesday – 9/13	11:00 AM-12:00 PM	LTC MeetingSpace
Using MS Office Editing Tools to Give Student Feedback**	Tuesday – 9/19	12:00-1:00 PM	LTC MeetingSpace

October

Introduction to WebCT**	Thursday – 10/12	1:00-2:00 PM	LTC TeamSpace
Up and Running With WebCT	Friday – 10/13	1:00-3:00 PM	LTC TeamSpace
Advanced WebCT: The Assignment Tool	Monday – 10/16	12:00-1:00 PM	LTC MeetingSpace

November

Introduction to WebCT	Wednesday – 11/1	1:00-2:00 PM	LTC TeamSpace
Up and Running With WebCT	Thursday – 11/2	1:00-3:00 PM	LTC TeamSpace
Advanced WebCT: The Threaded Discussion	Tuesday – 11/14	12:00 -1:00 PM	LTC TeamSpace
Open Source Software Review	Friday – 11/17	12:00-1:00 PM	LTC TeamSpace

December

Introduction to WebCT	Thursday – 12/14	1:00-2:00 PM	LTC TeamSpace
Up and Running With WebCT	Friday – 12/15	1:00-3:00 PM	LTC TeamSpace

All sessions will be facilitated by Fernando Smith (UDit) unless otherwise noted.

* Facilitated by David Wright (Director of Curriculum Innovation and e-Learning).

** Facilitated by Fernando Smith and Karen Buffington (UDit).

NEW!
Expanded 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 Rise Kreitzer, LTC Coordinator, at *LTC@notes.udayton.edu* **or at 229.4898.**

IT Training

MaryJo Barrows, IT Training Lab, LTC

The IT Training Lab in the LTC is responsible for offering a number of different resources that help faculty, students and staff use centrally-supported software at UD. Please choose the training resource that best fits with your needs!

Instructor-Led Training, One-on-One Consulting

IT Training offers one-on-one consulting and individualized training for faculty members. We also offer group training sessions. Each month we offer hands-on sessions for the following topics:
- Lotus Notes Mail
- Lotus Notes Calendar
- FrontPage: Publish Your Web
- FrontPage: Edit Your Web
- Avoid Computer Problems

During Fall 2006 IT Training will be offering several sessions. We hope you will participate or send your students. If your coursework requires any level of computer use, your students should register for "Avoid Computer Problems."

Please visit
http://training.udayton.edu/calendar.htm
for currently scheduled sessions.

Classroom Sessions
Our staff can visit your classroom and cover the technology topics that help your students succeed with your course curriculum. IT Training can present information about Computing Ethics, Computer Maintenance, using WebCT, making PowerPoint presentations that are narrated, or many other topics. You may opt for required sessions outside of your class meetings. We can report attendance. We will even customize and grade a project if that's what you need.

Web-Based Tutorials
IT Training has developed several Web-based tutorials that allow you to follow along on your own computer. You or your students can learn how to get the most from software you use by taking advantage of UD's high performance network environment.

Lending Library
Sometimes you may have one or two students who need to develop the skills that their peers may already posses. These students can take advantage of our lending library. The resources available include books with interactive CD's, VHS movies and DVD movies. Search the on-line library catalog for a complete listing: *http://library.udayton.edu*.

Other Resources
We have many more resources! Check out our Web site at *http://Training. udayton.edu* or email us at *Training@notes.udayton.edu* or call 229.2137.

IT Essentials

IT Training has developed and distributed through VO (Virtual Orientation) a WebCT course called "IT Essentials." The overarching goal of this course is to help students learn skills that will help them avoid common "self inflicted" problems seen by the Help Desk, Hardware repair, and teachers who expect students to be able to use their computers to support their learning.

This course includes a total of 9 modules, divided into 3 segments. Each module has a list of objectives, a study guide, and a quiz that uses 30 questions to assess whether students have met the learning objectives of that module. If students pass a quiz (with 80% or more) they can move on to another module. There are always several modules available once students start the course. Students can refer to the Study Guides for help, and they can retake the quizzes an unlimited number of times. However, they must wait 12 hours in between each attempt for the same quiz.

The modules are: Hardware Basics, Operating System Basics, Computer Maintenance Basics, Word Basics, Excel Basics, PowerPoint Basics, Internet Basics, Lotus Notes Basics and Online@UD.

The IT Essentials Course was designed and tested with generous and helpful assistance from many members of UDit, along with UD faculty, staff and students. If you would like more information about IT Essentials, please contact the IT Training Department at 229.2137.

http://onlinetraining.udayton.edu

IT Training has just made available a suite of online training modules for faculty and students. By pointing your browser to http://onlinetraining.udayton.edu and then logging in with your Novell/LDAP account information, faculty, students and staff can access a library of training materials that includes printable study guides, short topic specific movies, hands-on exercises, section quizzes, and final exams. This new server includes a learning management system so that faculty can arrange for IT Training to create a class for their students, and provide reports about which students have completed the sections assigned, and what scores they received on the quizzes and exams. There are literally HUNDREDS of courses available. Check it out!

Media Matters

John LeComte, eMedia Lab

"I say toh-mah-toh, you say toh-may-toh, you say poh-tah-to, I say poh-tay-toh..."

If I held up a CD and a DVD, could you tell me which one was the DVD?

Take a closer look at the disk and you'll see the fine print: CD-R, CD-RW, DVD-R, DVD-RW, DVD+R, DVD+RW. There are also many other "flavors" of DVD! The point is, CD's and DVDs appear similar – but they are different. DVDs can hold a minimum of 4.7GB or two hours of video. CDs generally hold 700MB. The –R, and +R and other labels indicate various data formats that must match the capabilities of the disk player.

During the past year, numerous requests in the eMedia Lab have involved the transfer of VHS tapes to DVD. This process makes life easier for faculty: clips are organized and segments can be played in any order. The DVD's can also be viewed from a computer (assuming you have a DVD drive and appropriate software).

For transfers from VHS, the choice of DVD's makes most sense because of the larger storage capabilities. For more information about the different disk types, please check out this semester's LTC Learning Workshop: "Futuristic Fridays: Helping You Lead a Digital Life."
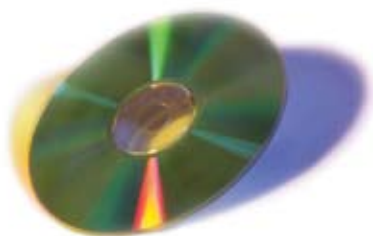
Web Conferencing

During the summer of 2006 the E-Learning Lab located in the LTC added support of Elluminate as a means of adding supplemental online meetings to asynchronous distance learning classes. The Elluminate meeting room can also be scheduled for online student meetings and guest presentations to traditional classes. The E-Learning lab also continues its support of WebEx as a synchronous Distance Learning Course Deliver Tool. Elluminate and WebEx are Web Conferencing tools that can create a virtual classroom that meets on the Internet. Faculty and students all connect at the same time (synchronously) so that they can view a shared presentation for the sake of instruction or collaboration. The voice of the instructor or any of the students is carried over the Internet to all other participants, creating an interactive and natural learning environment. The instructor is able to annotate slides, share any application that is running on their computer, deliver a poll, or share video. Sessions can also be recorded for later playback for non-participating students. These tools work well for smaller class sizes, especially distance learning courses where students are geographically dispersed. Explanations of the differences and policies of using both Elluminate and WebEx are provided on the E-Learning Lab Web site at *http://academic.udayton.edu/eLearning/webex/Policy.htm*.

For more information, please contact the E-Learning Lab at 229.5039 or *elearning@notes.udayton.edu*.
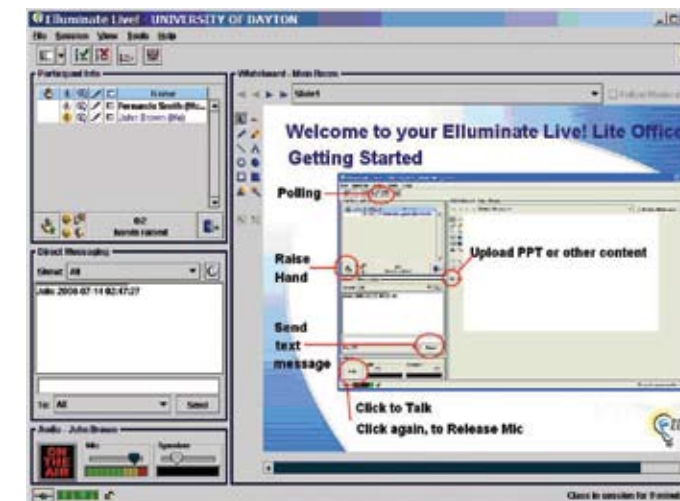
Call for Manuscripts:

LTC Working Papers on the Scholarship of Learning and Teaching

The LTC Working Papers on the Scholarship of Learning and Teaching, a refereed Web site produced by the Ryan C. Harris Learning Teaching Center, is seeking submissions of research produced by UD faculty and staff that investigates any aspect of learning or teaching. The editors are particularly interested in essays or reports that address these or related issues:

- innovative classroom practices across the curriculum
- innovative assessment practices across the curriculum
- collaborative research and/or teaching projects
- innovative practices that promote student learning
- how research influences teaching
- how the academy defines "teaching" or "learning"
- how faculty and staff successfully balance the demands of teaching and research
- innovative faculty development practices

All submissions will be considered work in progress, working papers the authors intend to revise and submit elsewhere for publication. Some of the working papers will be posted on the Web site with the author's permission.

Every submission will undergo blind review by experienced UD faculty members and will receive responses designed to promote revision. The editors will also suggest online and print journals that might be interested in publishing the piece.

All work must be authored or co-authored by UD faculty and staff and must address issues of pedagogy or the scholarship of learning and teaching. Submissions should be accompanied by a cover letter that includes the author's name, department, telephone number and e-mail address. The author's name should not appear on the manuscript.

Papers should be submitted electronically as a Word document to *wilhoit@notes.udayton.edu.*

More information and examples of working papers can be found at:

http://academic.udayton.edu/LTCWorkingPapers

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