

Ryan C. Harris
LEARNING TEACHING CENTER

Newsletter

fall 2003

Dear Colleagues,

Welcome to the first issue of the LTC Newsletter, a publication brought to you by the Ryan C. Harris Learning Teaching Center (LTC). The LTC, designed to stimulate understanding and innovations in learning and teaching, is focused on your professional growth and development. This newsletter is designed to inform you of development opportunities, to provide information about campus-related events or activities, and to stimulate reflection. We hope that it becomes a valuable resource to you.

My LTC colleagues and I hope that you have taken many opportunities in the past to use the LTC as a resource, whether to teach a class in the Studio, interact with



Deb Bickford
Associate Provost for Academic Affairs
and Learning Support
Co-Director of the Learning Village

staff professionals working with students'

learning challenges, establish a service with learning component to a course, attend or lead meetings, consult and/or collaborate with LTC staff, attend a Faculty Exchange Series or Leadership UD session, borrow a book, seek information technology training or advice, or even find a quiet spot to read or interact with a student or another faculty person while sipping a great cup of coffee from the student-run Blend. The LTC has many faces, and we hope to see yours.

The LTC Newsletter is aimed at UD's faculty, to highlight the structured faculty development activities we offer during the fall, 2003 semester. We are also available for consultation, if you should need us. The LTC, by focusing on learning and teaching, faculty and students, is a campus resource for students, faculty, and staff in pursuit of learning; this newsletter is designed to highlight faculty-directed activities.

You face a plethora of information daily. We want to serve as a resource to you, not as noise. Please let us know how we can improve this newsletter so that it meets your needs, and we will work hard to serve your needs.

We look forward to working with you,

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What is the Learning Village?

David J. Wright
Director of Curriculum Innovation and E-Learning



David J. Wright

The Learning Village enables faculty, staff and students at the University of Dayton to realize and benefit from the learning that occurs in spaces and at times that extend beyond the traditional classroom and accompanying study time. Because we want our students to gain as much as possible from their educational experience at UD, tapping into the various elements of the Learning Village can help realize our goal of creating "distinctive graduates."

The Ryan C. Harris Learning Teaching Center, with its activities highlighted in this newsletter, forms one of the most visible components of the Learning Village. However, there is much more to the Learning Village. Most importantly, we need to recognize that every individual at UD plays a vital part in shaping our learning community. Simply put, the Learning Village is our strategy for becoming a national leader in learning. There are three major elements to the Learning Village:

1. **Collaboration** - The Learning Village encourages collaboration among faculty, staff and students. By incorporating campus life, community service, and professional experiences such as scholarship, we can produce rich active-learning opportunities for our students. Such collaborations also create an outstanding environment for faculty and staff to experience professional growth.

2. **Connectivity** - Students, faculty, and staff are linked to one another and to communities outside the University through a robust data and communications network that provides a vast array of voice, data, and video applications that enhance learning, facilitate communication and ease collaboration among learners.

3. **Community** - Not only does the Learning Village foster a campus-wide community, but it also reaches for a broadened connection with the larger community of Dayton. The opportunities to nurture and build equal partnerships with diverse constituencies will serve to challenge our minds, reward our hearts and test our resolve.

To help create the appropriate climate for collaboration, a wide array of interactive spaces, incorporated into classroom buildings, residence halls, and the student neighborhood, bring members of the campus community together, face-to-face. New physical spaces are also being developed around the campus, designed to be fertile grounds for learning how learning takes place. The Ryan C. Harris Learning Teaching Center is the first of

these new spaces. Under construction, ArtStreet and the new residence hall help combine living and learning to facilitate collaborations. The student computer initiative is another major connection-building piece of the Learning Village. This fall, the incoming undergraduates will be equipped with powerful notebook computers and will be able to access UD's wireless network from many locations around the campus. The ready-availability of communication tools such as the notebooks and wireless network expands the opportunities for collaboration within the Learning Village.

The transformation of the campus and the surrounding community into an interconnected, collaborative Learning Village where students, faculty, and staff work side-by-side as learners and servant leaders is a truly bold vision for UD.



Fall Part-Time Faculty Workshop

Each semester, the Faculty Development Committee sponsors a Part-Time Faculty Workshop. This fall's Workshop will be held on Saturday, October 4. It will begin at 8:30 a.m. with a brunch in the KU Barrett Dining Room and then move to the LTC for the morning program

The program will begin at 9:30 a.m. and will have three tracks of topics and are still in the planning stage. Each track will repeat two times and participants will be able to pre-register for the two tracks they would like to attend.

A letter of invitation and program details will be in the mail the first week of September. For more information, please contact Lora Bailey, Faculty Development Coordinator, at ext. 93309 or lora.bailey@notes.udayton.edu.



Faculty, Students and LEAD: Working Together to Ensure Access for Students with Disabilities

Students, faculty, and staff all have specific, important roles that they play in ensuring appropriate accommodations for qualified individuals with disabilities in the classroom and on campus. The University of Dayton Advisory Committee on Disability Issue's Education Subcommittee received a project grant from the Committee on Diversity in Community (CDC) to develop a streaming video for UD students and faculty informing them of the vital role and responsibility that each has in ensuring equal access and creating a welcoming climate for persons with disabilities. The streaming video was created in-house using actual students, faculty, and staff in the development. The streaming video is available on CD or may be viewed at: <http://academic.udayton.edu/osd/teaching>

The Success of Supplemental Instruction at the University of Dayton

Lisa B. Rhine, Ph.D.
Director, LEAD



Lisa Rhine

The University of Dayton has employed Supplemental Instruction (SI) in targeted courses since the late 1980's for conditionally admitted students. SI was developed in 1973 by researchers at the University of Missouri in response to courses with high attrition rates. It has generally been proven to be a useful and highly cost effective learning support model in improving student retention (Shaya and Petty, 1993). High education institutions have employed SI as an adjunct to the traditional classroom or laboratory in a number of different disciplines including (Lundeberg, 1990), mathematics (Kenney and Kallison, 1994), history (Wolfe, 1987), biology (Shaya and Petty, 1993), and freshmen composition (Hafer, 2001). Several studies have looked at the use of SI with different student groups including inner city youth (Shaya and Petty, 1993), and conditionally admitted students (Hilterbran, 1990; Hodges and White, 2001; Ramirez, G., 1997).

SI is a postsecondary academic support program that uses collaborative learning strategies and trained, supervised student facilitators to increase academic achievement and retention in target courses. The substance of an average SI session varies according to the demands of the instructor and the content of the class. Using collaborative learning strategies, the SI leader facilitates processing of the material presented or required by the instructor. Appropriate study strategies regarding note taking, text or primary source reading, test preparation, and paper writing are emphasized. Participants are encouraged to utilize the language, thinking processes and study behaviors specific to the discipline, demonstrate their understanding of the content as well as to adopt appropriate and efficient study strategies. Many of these study strategies can be adapted and generalized for use in other learning situations. The goal of the SI session is to promote student involvement and autonomy in the learning situation, critical thinking and comprehension of the course content. The University of Dayton offers the SI model in Philosophy 103, Religion 103, and History 101 and 102. Adaptations of the SI model are also used in English 101, English 102, and Math 128.

Learning Enhancement and Academic Development (LEAD) conducted a case study that compared the performance of 149 conditionally admitted and 228 regularly accepted first year students in twelve humanities courses during Fall 2002 at UD. Regularly accepted students attended classes alongside conditionally admitted students. Conditionally admitted students were required to attend SI sessions. A correlational design was used to determine whether the SI intervention resulted in equivalent academic achievement in the target course for both groups. Results confirm that SI increases academic success in target courses for conditionally admitted students. No statistically significant difference in course grades was found for the conditionally admitted group participating in introductory history, philosophy and religious studies with SI support and those regularly admitted students participating in the same classes without the intervention. The findings of this study support previous work demonstrating the effectiveness of the SI model (Blanc et al., 1983; Lundeberg, 1990). It also confirms that SI increases academic success in target courses for conditionally admitted students (Hodges and White, 2001; Ramirez, 1997; Shaya and Petty, 1993). Despite the fact that the conditionally admitted students entered the university with considerably weaker pre-college profiles, this student group performed at an equivalent level as regularly admitted classmates with stronger academic profiles.

Blanc, R.A. DeBuhr, L.E., and Martin, D.C. (1983). Breaking the attrition cycle: The effects of supplemental instruction on undergraduate performance and attrition. *Journal of Higher Education*, 54, 80-90.

Hafer, G. (2001). Ideas in practice: Supplemental instruction in Freshmen Composition. *Journal of Developmental Education*, 24(3), 30-36.

Hilterbran, S.L. (1990). Persistence and nonpersistence of underprepared students (Doctoral dissertation, University of Oklahoma, 1990). *Dissertation Abstracts International*, 52, 497A.

Hodges, R. and White, W. Encouraging high-risk student participation in tutoring and supplemental instruction. *Journal of Developmental Education*, 24, 2-10.

Kenney, P. and Kallison, J. (1994). Research studies on the effectiveness of supplemental instruction in mathematics. In D. Martin & D. Arendale (Eds.), *Supplemental instruction: increasing achievement and retention. New Directions for Teaching and Learning*, 60, 75-82. San Francisco: Jossey Bass.

Lundeberg, M.A. (1990). Supplemental instruction in chemistry. *Journal of Research in Science Teaching*, 27, 1450-155.

Ramirez, G. (1997). Supplemental instruction: The long term impact. *Journal of Developmental Education*, 21, 2-9.

Shay, S., Perry, H. (1993). A case study of supplemental instruction in biology in biology focused on at-risk students. *Bioscience*, 43, 6-12.

Wolfe, R.F. (1987). The supplemental instruction program: Developing learning and thinking skills. *Journal of Reading*, 31, 228-232.

Upcoming Events

☞ Ashley Cecil, one of UD's finest young artists, will hold an exhibit in oils in the LTC Rotunda from August 25th through September 19th. She is a phenomenal painter and this promises to be one of our most enjoyable displays.

☞ A new mini-course celebrating "25 Years of Women's Studies at UD: Transforming the Disciplines," will be held in the LTC Forum on Tuesday evenings from 7:15 to 9:15 p.m. through September 23rd to November 11th. There will also be an exhibit in the Rotunda, based on presentations from each session that will build through the weeks to complement the course and guest speakers. Come and learn the history of the Women's Studies program.

(For additional information on these events and others, please contact DeVonda Vanderpool at ext. 95110 or devonda.vanderpool@notes.udayton.edu)

Service Learning

Gabrielle Williamson
Office of Service Learning

Through the Learning Teaching Center at UD, the Office of Service Learning was established to assist professors with their innovative approaches to engaging their classes in active displays of citizenship in the community. Drawing on resources from the most successful service learning programs and affiliated organizations in the country, as well as the abundance of in-house technology and support in the LTC, the Office of Service Learning provides professors with the tools to engage in service learning.

Whether its Engineering students designing a new climbing wall for the Girl Scouts or Philosophy students learning the intricacies of poverty at an afternoon school center, the Service Learning Office will take the fear out of the unknown. Some of the available assistance includes: locating a community



Painting by student Ashley Cecil (senior)

The Write Place

Often the difference between a fair paper and an excellent paper is a review of organization, sentence structure, transitions, etc. This semester The Write Place will conduct brush-up workshops for all students. These sessions will last 50 minutes and will be held in the LTC's TeamSpace (on the way to The Blend). Patricia Delamer, Program Coordinator for Writing Support, and several Write Place tutors will facilitate the workshops. Please encourage your students to register by calling 229-2068.

Structure and Organization

10:00 a.m. Tuesday, September 9
11:00 a.m. Wednesday, September 17

Conciseness and Clarity

10:30 a.m. Thursday, September 25
11:00 a.m. Wednesday, October 1

Coherence and Transitions

10:30 a.m. Tuesday, October 7
11:00 a.m. Wednesday, October 15

Grammar Brush-up

10:30 a.m. Tuesday, October 21
11:00 a.m. Wednesday, October 29

partner for the instructor, scheduling, coordinating site visits, and developing reflection sessions with your students. The office will also connect fresh service-learning faculty with an experienced professor who will act as a "mentor" to them as they steer their students through a learning experience that is sure to yield rewarding academic profits. That mentor may recommend one of the

interesting scholarly books in the Service Learning Resource Center located in the LTC.

To explore the world of service learning, call Gabrielle Williamson at ext. 94793 or gabbyw@udayton.edu. Also, for more information, there will be a Faculty Roundtable on Wednesday, November 19 from 12:00 to 1:15 p.m. in the Marianist Dining Room, lunch provided.

Fall 2003

Faculty Exchange Series



The Faculty Exchange Series (FES), introduced 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.

2003-2004

FACULTY DEVELOPMENT COMMITTEE

*The Faculty Development Committee invites you to participate
in several learning opportunities in this newsletter.*

Janet Bednarek
History

Ralph Frasca
Economics & Finance

Mike Geary
Accounting

Art Jipson
*Sociology, Anthropology,
and Social Work*

Katie Kinnucan-Welsch
Teacher Education

Drew Murray
*Mechanical & Aerospace
Engineering*

Dave Myszka
Engineering Technology

Don Pair
Geology

Molly Schaller
*Counselor Education &
Human Services*

Andrea Seielstad
School of Law

Kathy Webb
Roesch Library

Steve Wilhoit
English & LTC Fellow

David Wright
*Director of Curriculum
Innovation & E-Learning*

Deb Bickford
*Associate Provost for
Academic Affairs &
Learning Support*

Lora Bailey
*Faculty Development
Coordinator*

FE1 - Graduate Education: The Neglected Stepchild Comes to the Fore

Hosted by: Fred Pestello (Provost), Tom Skill (Associate Provost and Interim Dean of the Graduate School), Suzanne Petrusch (Director of Marketing for Enrollment Management)

At this session, Provost Pestello will present his thoughts on the emerging strategy to strengthen graduate education at the University of Dayton. Tom Skill will discuss the process of consultation he is using to build a structure and a culture to strengthen graduate education. Suzanne Petrusch will describe what Enrollment Management is doing to facilitate graduate recruitment, marketing, admission, and record keeping. Each presenter will keep his/her remarks brief. The primary purpose of the session is to answer your questions and seek your thoughts on the direction we are taking with graduate education.

Tuesday, September 9

12:00-1:15 PM

KU Ballroom, LUNCH

FE2 - Innovative Classrooms: Designing for Learning

Hosted by: William Dittoe (Educational Facilities Consultants, LLC) and the Faculty Development Committee

What will the classroom of the future look like? How can we take what we know about student learning and best practices in teaching and create the appropriate physical environments? A number of recent initiatives on campus have allowed us to explore these possibilities, including the Ryan C. Harris Learning Teaching Center, Miriam Hall, Science Center and other projects. We also have new construction projects taking shape such as ArtStreet and the new residence hall. Come and share your thoughts on how our future learning spaces should accommodate changes in the way we teach.

Thursday, September 18

12:00-1:15 PM

LTC Forum, LUNCH

FE3 - An Introduction to *LTC Working Papers* on the Scholarship of Learning and Teaching

Hosted by: Steve Wilhoit (English and LTC Fellow)

Last spring, the Faculty Development Committee and the Ryan C. Harris Learning Teaching Center announced a new initiative aimed at promoting faculty and staff research, helping faculty and staff prepare manuscripts for publication, and improve classroom instruction across campus: *The LTC Working Papers* on the Scholarship of Learning and Teaching. As a part of this program, faculty and staff across the curriculum are invited to submit for peer review any work-in-progress related to teaching and learning in their discipline or in the academy. All submitted manuscripts will receive a blind review and the author of the work will be advised of publications that might be interested in the revised manuscript.

Those attending this session will learn more about *The LTC Working Papers* how to submit their work for review, how to access the Working Papers website, and how to take advantage of other faculty development opportunities related to this project.

Friday, September 19

12:00-1:15 PM

LTC Forum, LUNCH

FE4 - Copyright Awareness and Coursepacks

Hosted by: Mike Rogers (Bookstore), Michele Wallace (Bookstore), and Nina Huart (Bookstore)

Copyright is the right granted by law to an author or other creator to control use of the work created. During this exchange, we will discuss what copyright is, how it is obtained, how to find out who owns the copyright for a particular work and what the potential penalties for copyright infringement can be. We will also discuss the University of Dayton's policies concerning copyright and the tools we have implemented to assist faculty in obtaining reprinting per mission, coursepack development, and custom publishing.

Monday, September 22

12:00-1:15 PM

LTC Forum, LUNCH

FE5 - Learning and Living Together: UD Study Abroad

Hosted by: MaryEllen Seery (Teacher Education), Peggy Strain (English), and Eric Street (Music)

Three UD faculty members will explore pedagogical and social advantages of engaging UD students in learning experiences in an alternative setting. Such topics as course design, adaptation of course goals to a new culture, and living with our students will be addressed.

Friday, September 26

12:00-1:15 PM

KU-222, LUNCH

(If this session is of interest to you, please read about the Faculty Roundtable (RT1) that will be held on Thursday, October 2).

FE6 - Lessons Learned from Collaboration: Reducing Alcohol Abuse on the University of Dayton Campus

Hosted by: Scott Markland (Student Development) and Patrick Donnelly (Sociology, Anthropology, and Social Work)

The work of the UD Alcohol Coalition requires a great deal of collaboration and patience. Over the past two years, the coalition membership (staff, faculty, students, community members, local law enforcement, alumni, and parents) has developed many successful strategies to address alcohol-related problems in our community. A great deal can be learned from this process as members of the community struggle to understand our complex environment and attempt to bring about change. Participants will have the opportunity to learn more about how collaboration among various campus and community constituents are attempting to influence the culture at UD. Research findings, as well as antidotes, will be shared in this interactive discussion about campus culture.

Tuesday, September 30

12:00-1:15 PM

LTC Forum, LUNCH

FE7 - How Does What's Going on in the Residence Halls Affect What's Going on in Your Classroom?

Hosted by: Molly Schaller (Counselor Education and Human Services) and Christine Schramm (Residential Programs)

We often hear that if the RAs only did their job better, we would have fewer problems on campus (with alcohol, violence, vandalism, studying, etc.). We have a sense that many faculty are not aware of the residential experience on campus. If we are going to move forward as a campus community focused on learning, we need to have an institutional conversation about what is happening in the residence halls and in our students' lives. This session will serve as an opportunity for faculty to talk about their experiences, views, and expectations.

Wednesday, October 8

12:00-1:15 PM

LTC Forum, LUNCH

(If this session is of interest to you, please read about the Faculty Roundtable (RT2) that will be held on Thursday, October 16).

FE8 - What Got the Wright Brothers Off the Ground - The Materials Story

Hosted by: Daniel Eylon (Graduate Materials Engineering)

On December 17, 2003, the World will celebrate the 100th anniversary of the first successful controlled powered flight. Despite the disputes and controversies associated with the first flight, the Wright brothers demonstrated genius by meticulously studying the aerodynamics of lifting wings, control surfaces, and propellers. They also used a powerful, yet light weight, engine they built by extensively using aluminum. Given the innovative work of the Wright brothers and the pioneering use of lightweight alloys, it is undisputed that Dayton is the birthplace of modern aero propulsion.

Friday, October 10

12:00-1:15 PM

LTC Forum, LUNCH

FE9 - Integrating Notebook Computers into the Curriculum: Case Studies, Best Practices and Potential Problems

Hosted by: Tom Skill (Associate Provost and Interim Dean of the Graduate School), Jim Rowley (ITEL), and David Wright (Director of Curriculum Innovation and E-Learning)

All first-year undergraduate students coming to UD in the fall of 2003 will be equipped with notebook computers, and many will use wireless networks to communicate across the campus. This session will explore the exciting opportunities that this technology brings to teaching and learning. How can faculty take advantage of this new mobile computing environment to enhance student learning? We will share examples of how notebooks can be used to extend learning both within and beyond the traditional classroom space.

Tuesday, October 21

12:00-1:15 PM

LTC Forum, LUNCH

(If this session is of interest to you, please read about the Faculty Roundtable (RT3) that will be held on Wednesday, October 29).

FE10 - Let the Games Begin!!! Computer-based Simulations as Pedagogy: Experiences, Issues, and Examples

Hosted by: Steve Gove (Management and Marketing), Jay Janney (Management and Marketing), and Brett Matherne (Management and Marketing)

The use of computer-based simulations as an experiential learning tool is a commonly utilized pedagogy within some disciplines, but is just beginning to emerge in others. In this session, we present computer-based simulations as a mechanism for aiding student learning and for maximizing the University notebook initiative. The session will include a cross disciplinary introduction to simulation-supported learning; a hands-on, guided demonstration of a specific simulation currently being used in a School of Business Administration capstone course; and a guided discussion on the use of simulations from student and faculty perspectives.

Friday, October 24

12:00-1:15 PM

LTC Forum, LUNCH

FE11 - So, You've Never Taught in the Studio. . . Now's the Time!

Hosted by: Joe Untener (Associate Provost) and
Molly Schaller (Counselor Education and Human Services)

The John O. Geiger Learning Studio, located in the Ryan C. Harris Learning Teaching Center, is a resource that is available to any faculty member. Its purpose is to support faculty interested in developing their own teaching in a classroom designed with flexibility and technology in mind. The use of this space has resulted in positive reviews by faculty and students from every branch of UD. We're doing all we can to encourage faculty to join us in this lab experience, including giving priority to first-time users of the space. If you're interested in the Studio, we invite you to join us for lunch, a tour of the Studio's capabilities, and a discussion of the possibilities.

Tuesday, October 28 12:00-1:15 PM LTC Studio, LUNCH

(If this session is of interest to you, please read about the Faculty Roundtable (RT4) that will be held on Friday, November 7).

FE12 - Creating a Safe Space for LGBT and Allies

Hosted by: William Losito (Teacher Education) and panel from the UD Lesbian, Gay, Bisexual, Transgendered, and Allies (LGBTQA) Committee

How to affirm, acknowledge, and promote an inclusive environment for those who are lesbian, gay, bisexual, transgendered, and their allies.

Thursday, November 6 12:00-1:15 PM LTC Forum, LUNCH

(If this session is of interest to you, please read about the Faculty Roundtable (RT5) that will be held on Tuesday, November 11).

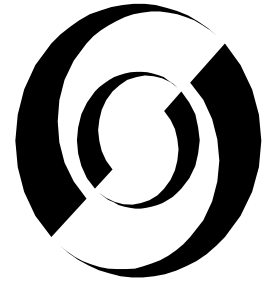
FE13 - Finding a Place for the Internet in a Laboratory Classroom: The Dynamic Earth Lab goes Dynamic

Hosted by: Katie Schoenenberger (Geology), Sue Klosterman (Geology), and Steve Roberts (Geology)

As part of the College of Arts and Sciences' Integrated Natural Science Sequence, The Dynamic Earth lab involves students in the study of Earth science. Historically a heavy hands-on experience, the most recent revision of the SCI210L curriculum focuses on the challenge of merging the benefits of hands-on, inquiry based learning with the advantages of accessibility via the internet. Come and see the new online manual and discuss models for using computers in- and outside of the lab classroom.

Friday, November 14 12:00-1:15 PM LTC Forum, LUNCH

faculty roundtables



A few times during the semester, we will offer a Roundtable that invites an intimate gathering up to six people to join a facilitator, with lunch provided in the MARIANIST DINING ROOM, from 12:00 NOON to 1:15 PM, and engage in active conversation about the announced topic.

We hope that you will sign up for one of these roundtables. They are an excellent opportunity to get to know colleagues from other departments and disciplines and to have your views heard by others.

RT1 - Learning and Living Together: UD Study Abroad

Hosted by: MaryEllen Seery (Teacher Education)

Three UD faculty members will explore pedagogical and social advantages of engaging UD students in learning experiences in an alternative setting. Such topics as course design, adaptation of course goals to a new culture, and living with our students will be addressed.

Thursday, October 2

12:00-1:15 PM

Marianist Dining Room, LUNCH

RT2 - How Does What's Going on in the Residence Halls Affect What's Going on in Your Classroom?

Hosted by: Molly Schaller (Counselor Education and Human Services)

We often hear that if the RAs only did their job better, we would have fewer problems on campus (with alcohol, violence, vandalism, studying, etc.). We have a sense that many faculty are not aware of the residential experience on campus. If we are going to move forward as a campus community focused on learning, we need to have an institutional conversation about what is happening in the residence halls and in our students' lives. This session will serve as an opportunity for faculty to talk about their experiences, views, and expectations.

Thursday, October 16

12:00-1:15 PM

Marianist Dining Room, LUNCH

RT3 - Integrating Notebook Computers into the Curriculum: Case Studies, Best Practices and Potential Problems

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

All first-year undergraduate students coming to UD in the fall of 2003 will be equipped with notebook computers, and many will use wireless networks to communicate across the campus. This session will explore the exciting opportunities that this technology brings to teaching and learning. How can faculty take advantage of this new mobile computing environment to enhance student learning? We will share examples of how notebooks can be used to extend learning both within and beyond the traditional classroom space.

Wednesday, October 29

12:00-1:15 PM

Marianist Dining Room, LUNCH

RT4 - So, You've Never Taught in the Studio. . . Now's the Time!

Hosted by: Molly Schaller (Counselor Education and Human Services)

The John O. Geiger Learning Studio, located in the Ryan C. Harris Learning Teaching Center, is a resource that is available to any faculty member. Its purpose is to support faculty interested in developing their own teaching in a classroom designed with flexibility and technology in mind. The use of this space has resulted in positive reviews by faculty and students from every branch of UD. We're doing all we can to encourage faculty to join us in this lab experience, including giving priority to first-time users of the space. If you're interested in the Studio, we invite you to join us for lunch, a tour of the Studio's capabilities, and a discussion of the possibilities.

Friday, November 7

12:00-1:15 PM

Marianist Dining Room, LUNCH

RT5 - Creating a Safe Space for LGBT and Allies

Hosted by: William Losito (Teacher Education)

How to affirm, acknowledge, and promote an inclusive environment for those who are lesbian, gay, bisexual, transgendered, and their allies.

Tuesday, November 11

12:00-1:15 PM

Marianist Dining Room, LUNCH

RT6 - Service Learning in Curriculum

Hosted by: Gabrielle Williamson (Office of Service Learning)

Students learn by doing. During this roundtable, we will discuss the value of learning through service projects that have been incorporated into their course work. UD graduates are unique. It is our hope that they apply the academic skills learned during college to problems they encounter in the community. Service Learning courses aid in the process of creating socially aware, sensitive, and active graduates.

Wednesday, November 19

12:00-1:15 PM

Marianist Dining Room, LUNCH

How to Register

Pre-registering for these sessions helps us to serve you better. You have two options available:

1. Fill out the enclosed insert in this newsletter for the session(s) you would like to attend and drop it in the campus mail.
2. Contact Lora Bailey at ext. 93309 or lora.bailey@notes.udayton.edu.

Call for Proposals

The deadline to submit a proposal to host a session for Winter 2004 is Friday, September 19. Instructions will be e-mailed to all faculty in September or you can receive an application by calling ext. 93309.



other faculty development opportunities

GRADUATION COMPETENCY WORKSHOPS

These monthly workshops offer faculty and staff the training and support they need to develop and implement graduation competency plans. Topics vary monthly and are both theoretical and practical, helping participants better understand the competency requirements and develop more effective ways to teach them in class. All sessions are from 12:00-1:15 p.m. - so bring your brown bag; we will provide sodas/water and cookies.

READING-WRITING

RW1	Thursday, October 2	12:00-1:15 p.m.	LTC Forum - Brown Bag Lunch
RW2	Wednesday, November 15	12:00-1:15 p.m.	LTC Forum - Brown Bag Lunch

ORAL COMMUNICATION

OC1	Thursday, October 9	12:00-1:15 p.m.	LTC Forum - Brown Bag Lunch
OC2	Wednesday, November 5	12:00-1:15 p.m.	LTC Forum - Brown Bag Lunch

INFORMATION LITERACY

IL1	Tuesday, September 16	12:00-1:15 p.m.	LTC Forum - Brown Bag Lunch
IL2	Wednesday, October 15	12:00-1:15 p.m.	LTC Forum - Brown Bag Lunch

CREATIVE WRITING SEMINARS

Once each month, faculty and staff creative writers gather to listen to speakers, exchange information, and discuss the craft of writing. All creative writers are invited to attend, no matter what genre interests them: poetry, fiction, dramas, or writing circles that meet off campus and are open to the campus community. Also, participants receive a monthly newsletter from 12:00-1:15 p.m. - so bring your brown bag; we will provide sodas/water and cookies.

CW1	Thursday, September 11	12:00-1:15 p.m.	LTC TeamSpace - Brown Bag Lunch
CW2	Monday, October 13	12:00-1:15 p.m.	LTC TeamSpace - Brown Bag Lunch
CW3	Thursday, November 13	12:00-1:15 p.m.	LTC TeamSpace - Brown Bag Lunch

NEW e-LEARNING SEMINARS

The e-Learning Lab and e-Media Lab will be offering a new series of seminars in the fall to help faculty utilize technology solutions in their teaching. Pizza is offered for sessions held at noon and bagels are provided at 9:00 a.m. Each session will be held in the LTC TeamSpace.

Notebook Computers in the Classroom

David Wright

EL1	Tuesday, September 2	12:00-12:50 p.m.	LTC TeamSpace - Pizza
EL2	Wednesday, September 3	9:00-9:50 a.m.	LTC TeamSpace - Bagels

Using Turnitin.com to Facilitate Plagiarism Detection

Heidi Gauder and Pat Czupik

EL3	Tuesday, September 9	12:00-12:50 p.m.	LTC TeamSpace - Pizza
EL4	Thursday, September 11	9:00-9:50 a.m.	LTC TeamSpace - Bagels

Managing Student Grades in Microsoft Excel

Pat Czupik

EL5	Tuesday, September 16	12:00-12:50 p.m.	LTC TeamSpace - Pizza
EL6	Thursday, September 18	9:00-9:50 a.m.	LTC TeamSpace - Bagels

Getting Started with Digital Video

John LeComte

EL7	Tuesday, September 23	12:00-12:50 p.m.	LTC TeamSpace - Pizza
EL8	Thursday, September 24	9:00-9:50 a.m.	LTC TeamSpace - Bagels

Introduction to Teaching On-line

Sheri Stover

EL9	Tuesday, September 30	12:00-12:50 p.m.	LTC TeamSpace - Pizza
EL10	Wednesday, October 1	9:00-9:50 a.m.	LTC TeamSpace - Bagels

Managing and Posting On-line Grades with GradeKeeper (Unsupported*)

Pat Czupik

EL11	Tuesday, October 7	12:00-12:50 p.m.	LTC TeamSpace - Pizza
EL12	Thursday, October 9	9:00-9:50 a.m.	LTC TeamSpace - Bagels

FE8 - What Got the Wright Brothers Off the Ground - The Materials Story

Hosted by: Daniel Eylon (Graduate Materials Engineering)

On December 17, 2003, the World will celebrate the 100th anniversary of the first successful controlled powered flight. Despite the disputes and controversies associated with the first flight, the Wright brothers demonstrated genius by meticulously studying the aerodynamics of lifting wings, control surfaces, and propellers. They also used a powerful, yet light weight, engine they built by extensively using aluminum. Given the innovative work of the Wright brothers and the pioneering use of lightweight alloys, it is undisputed that Dayton is the birthplace of modern aero propulsion.

Friday, October 10

12:00-1:15 PM

LTC Forum, LUNCH

FE9 - Integrating Notebook Computers into the Curriculum: Case Studies, Best Practices and Potential Problems

Hosted by: Tom Skill (Associate Provost and Interim Dean of the Graduate School), Jim Rowley (ITEL), and David Wright (Director of Curriculum Innovation and E-Learning)

All first-year undergraduate students coming to UD in the fall of 2003 will be equipped with notebook computers, and many will use wireless networks to communicate across the campus. This session will explore the exciting opportunities that this technology brings to teaching and learning. How can faculty take advantage of this new mobile computing environment to enhance student learning? We will share examples of how notebooks can be used to extend learning both within and beyond the traditional classroom space.

Tuesday, October 21

12:00-1:15 PM

LTC Forum, LUNCH

(If this session is of interest to you, please read about the Faculty Roundtable (RT3) that will be held on Wednesday, October 29).

FE10 - Let the Games Begin!!! Computer-based Simulations as Pedagogy: Experiences, Issues, and Examples

Hosted by: Steve Gove (Management and Marketing), Jay Janney (Management and Marketing), and Brett Matherne (Management and Marketing)

The use of computer-based simulations as an experiential learning tool is a commonly utilized pedagogy within some disciplines, but is just beginning to emerge in others. In this session, we present computer-based simulations as a mechanism for aiding student learning and for maximizing the University notebook initiative. The session will include a cross disciplinary introduction to simulation-supported learning; a hands-on, guided demonstration of a specific simulation currently being used in a School of Business Administration capstone course; and a guided discussion on the use of simulations from student and faculty perspectives.

Friday, October 24

12:00-1:15 PM

LTC Forum, LUNCH



Please circle the number(s) for all the sessions you wish to attend.
fold and tape this card and drop in campus mail.



faculty exchange series and faculty roundtables

- FE1** - Graduate Education: The Neglected Stepchild Comes to the Fore
- FE2** - Innovative Classrooms: Designing for Learning
- FE3** - An Introduction to *LTC Working Papers* on the the Scholarship of Learning and Teaching
- FE4** - Copyright Awareness and Coursepacks
- FE5** - Learning and Living Together: UD Study Abroad
- FE6** - Lessons Learned from Collaboration: Reducing Alcohol Abuse on the University of Dayton Campus
- FE7** - How Does What's Going on in the Residence Halls Affect What's Going on in Your Classroom?
- FE8** - What Got the Wright Brothers Off the Ground - The Materials Story
- FE9** - Integrating Notebook Computers into the Curriculum: Case Studies, Best Practices, and Potential Problems
- FE10** - Let the Games Begin!!! Computer-based Simulations as Pedagogy: Experiences, Issues, and Examples

- FE11** - So, You've Never Taught in the Studio. . . Now's the Time!
- FE12** - Creating a Safe Space for LGBT and Allies
- FE13** - Finding a Place for the Internet in a Laboratory Classroom: The Dynamic Earth Lab goes Dynamic



- RT1** - Learning and Living Together: UD Study Abroad
- RT2** - How Does What's Going on in the Residence Halls Affect What's Going on in Your Classroom?
- RT3** - Integrating Notebook Computers into the Curriculum: Case Studies, Best Practices, and Potential Problems
- RT4** - So, You've Never Taught in the Studio. . . Now's the Time!
- RT5** - Creating a Safe Space for LGBT and Allies
- RT6** - Service Learning in Curriculum

Graduation Competency Workshops

Reading-Writing

RW1	Thursday, October 2
RW2	Wednesday, November 15

Oral Communication

OC1	Thursday, October 9
OC2	Wednesday, November 5

Information Literacy

IL1	Tuesday, September 16
IL2	Wednesday, October 15



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Creative Writing Seminars

CW1 CW2 CW3

EIT Special Seminars

- SS1** - FrontPage - Edit or Add to Your Website
- SS2 or SS3** - FrontPage - Publish Your Web
- SS4** - LotusNotes - R6 Calendar
- SS5** - Lotus Notes - Mail

EIT Training

- IT1** - FrontPage - Password protect a folder
- IT2** - Using Excel for Gradebooks and Calendars
- IT3 or IT4** - Your Novell Drive and UDPortal
- IT5** - Avoid SPAM
- IT6** - Page Number Sections - Word and Word Perfect
- IT7** - Indexes in Word and WordPerfect
- IT8** - Tables of Contents - Word and WordPerfect
- IT9** - FrontPage - Create a Form using ASP (Active Server Page)
- IT10** - Clean up Word or WordPerfect Documents before Publishing
- IT11** - Excel versus Access for List Management

Please fill out registration information

NAME (please print all information)

DEPARTMENT

E-MAIL ADDRESS



registration form

e-Learning Seminars

EL1 or EL2

Notebook Computers in the Classroom

EL3 or EL4

Using Turnitin.com to Facilitate Plagiarism Detection

EL5 or EL6

Managing Student Grades in Microsoft Excel

EL7 or EL8

Getting Started with Digital Video

EL 9 or EL10

Introduction to Teaching On-line

EL11 or EL12

Managing and Posting On-line Grades with GradeKeeper

EL13 or EL14

Grading and Annotating Student Homework Assignments in Microsoft Word

EL15 or EL16

Multiple Intelligences in Learning

EL17 or EL18

Collaborative Learning On-line

EL19 or EL20

Creative and Sharing Portable Documents with Adobe Acrobat

EL21 or EL22

Usability and Accessibility of On-line Course Materials

EL23 or EL24

PowerPoint - Delivered Presentations in the Classroom and On-line

EL25 or EL26

Notebook Computers in the Classroom



Lora Bailey

Ryan C. Harris Learning Teaching Center

+1302

EIT TRAINING MINI CLINICS

EIT Training has expanded their popular mini clinics topics to one hour. Attendees who prefer a hands-on approach may opt to use a PC. Visiting udayton.edu/MiniClinics.htm for details and descriptions on these and other EIT training.

IT1	FrontPage-Password protect a folder	Monday, August 18	3:30-4:30 p.m.	Miriam Hall 11
IT2	Using Excel for Grade-books and Calendars	Tuesday, August 19	1:00-2:00 p.m.	Miriam Hall 11
IT3	Your Novell Drive and UDPortal	Wednesday, August 20	2:00-3:00 p.m.	Miriam Hall 11
IT4		Tuesday, September 16	3:00-4:00 p.m.	
IT5	Avoid SPAM	Thursday, August 21	1:00-2:00 p.m.	Miriam Hall 11
IT6	Page Number Sections Word and WordPerfect	Thursday, August 25	3:00-4:00 p.m.	Miriam Hall 11
IT7	Indexes in Word and WordPerfect	Tuesday, August 26	1:00-2:00 p.m.	Miriam Hall 11
IT8	Table of Contents - Word and WordPerfect	Thursday, August 28	3:00-4:00 p.m.	Miriam Hall 11
IT9	FrontPage - Create a Form using ASP (Active Server Page)	Friday, August 29	3:00-4:00 p.m.	Miriam Hall 11
IT10	Clean up Word or WordPerfect Documents Before Publishing	Tuesday, September 23	3:00-4:00 p.m.	Miriam Hall 11
IT11	Excel versus Access for List Management	Monday, September 8	9:00-10:00 a.m.	Miriam Hall 11

EIT TRAINING SPECIAL SEMINARS

These seminars provide a through introduction to FrontPage (web publisher), Lotus Notes e-mail, and Lotus Notes calendar. Each seminar lasts two hours.

SS1	FrontPage - Edit or Add to Your Website	Thursday, September 11	3:00-5:00 p.m.	Miriam Hall 11
SS2	FrontPage - Publish Your Web	Wednesday, August 27	3:00-5:00 p.m.	Miriam Hall 11
SS3		Tuesday, September 9	3:00-5:00 p.m.	
SS4	Lotus Notes - R6 Calendar	Wednesday, September 10	3:00-5:00 p.m.	Miriam Hall 11
SS5	Lotus Notes - R6 Mail	Monday, September 8	3:00-5:00 p.m.	Miriam Hall 11

New Computer Workstations for Faculty e-Media Development

The e-Media Lab of the LTC has setup two workstations for faculty to use on a self-serve basis. We offer training to faculty to use the two computers - one a Mac, the other a PC with all the audio-visual equipment necessary to capture and edit digital video from a variety of sources.

What can you do with the workstations?

- ▶ Convert existing VHS tapes to digital formats.
- ▶ Edit digital video files to include captions.
- ▶ Create professional-looking programs or segments.
- ▶ Convert video into a streaming Web format.
- ▶ You can create DVD disks in three easy steps.
- ▶ For Mac users, we have a full-feature Mac with the easy-to-use iMovie
- ▶ Record video in the LTC e-Media Lab - we have cameras, tripods, and lighting.
- ▶ Borrow a camera to record elsewhere.

To learn more, we will have open hours for tours and basic training:

- ▶ Tuesday, September 2 through Friday, September 5 from 10:00 a.m. to 2:00 p.m.
- ▶ Tuesday, September 9 through Friday, September 12 from 10:00 a.m. to 2:00 p.m.

We will be happy to guide you through the process! Just contact John LeComte at john.lecomte@notes.udayton.edu, ext. 92676, or stop by the e-Media Lab to make an appointment. Just see how easy digital video can be!

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. Please feel free to contact us with questions or comments. We are happy to work around your schedule.



John LeComte (LTC), left, and Jim McCutcheon (Music), right, in the e-Media Lab

Writing Across the Curriculum

The Writing Across the Curriculum (WAC) workshop began in the winter of 1999 by Steve Wilhoit (English and LTC Fellow). 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 workshop 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. The group will meet thirteen times over the winter term -- always on Thursday afternoons, 1:30-2:45 p.m. Participants will be expected to read background material, produce new course material, share this material with the workshop participants, and participate actively in discussions. Those participating in the workshop will derive several benefits:

- Become better teachers by using writing to increase learning and gain a better understanding of strategies for using writing more effectively.
- Develop new instructional material to use in their classes and gather new ideas for improving students' learning and performance.
- Work with a group of interested, motivated, well-respected colleagues, and form new friendships in a relaxed, informal setting.
- Each participant will also be awarded an honorarium of \$250.00 for satisfactorily completing the workshop.

How do you participate in this workshop? Each fall, chairs are asked to identify faculty members who are interested in this program. If this is something that you would like to participate in, please talk with your chair. Any other questions can be directed to Steve Wilhoit at stephen.wilhoit@notes.udayton.edu or ext. 93405 or Lora Bailey, Faculty Development Coordinator, lora.bailey@notes.udayton.edu. or ext. 93309.

Upcoming Events

☞ Ashley Cecil, one of UD's finest young artists, will hold an exhibit in oils in the LTC Rotunda from August 25th through September 19th. She is a phenomenal painter and this promises to be one of our most enjoyable displays.

☞ A new mini-course celebrating "25 Years of Women's Studies at UD: Transforming the Disciplines," will be held in the LTC Forum on Tuesday evenings from 7:15 to 9:15 p.m. through September 23rd to November 11th. There will also be an exhibit in the Rotunda, based on presentations from each session that will build through the weeks to complement the course and guest speakers. Come and learn the history of the Women's Studies program.

(For additional information on these events and others, please contact DeVonda Vanderpool at ext. 95110 or devonda.vanderpool@notes.udayton.edu)

Service Learning

Gabrielle Williamson
Office of Service Learning

Through the Learning Teaching Center at UD, the Office of Service Learning was established to assist professors with their innovative approaches to engaging their classes in active displays of citizenship in the community. Drawing on resources from the most successful service learning programs and affiliated organizations in the country, as well as the abundance of in-house technology and support in the LTC, the Office of Service Learning provides professors with the tools to engage in service learning.

Whether its Engineering students designing a new climbing wall for the Girl Scouts or Philosophy students learning the intricacies of poverty at an afternoon school center, the Service Learning Office will take the fear out of the unknown. Some of the available assistance includes: locating a community



Painting by student Ashley Cecil (senior)

The Write Place

Often the difference between a fair paper and an excellent paper is a review of organization, sentence structure, transitions, etc. This semester The Write Place will conduct brush-up workshops for all students. These sessions will last 50 minutes and will be held in the LTC's TeamSpace (on the way to The Blend). Patricia Delamer, Program Coordinator for Writing Support, and several Write Place tutors will facilitate the workshops. Please encourage your students to register by calling 229-2068.

Structure and Organization

10:00 a.m. Tuesday, September 9
11:00 a.m. Wednesday, September 17

Conciseness and Clarity

10:30 a.m. Thursday, September 25
11:00 a.m. Wednesday, October 1

Coherence and Transitions

10:30 a.m. Tuesday, October 7
11:00 a.m. Wednesday, October 15

Grammar Brush-up

10:30 a.m. Tuesday, October 21
11:00 a.m. Wednesday, October 29

partner for the instructor, scheduling, coordinating site visits, and developing reflection sessions with your students. The office will also connect fresh service-learning faculty with an experienced professor who will act as a "mentor" to them as they steer their students through a learning experience that is sure to yield rewarding academic profits. That mentor may recommend one of the

interesting scholarly books in the Service Learning Resource Center located in the LTC.

To explore the world of service learning, call Gabrielle Williamson at ext. 94793 or gabbyw@udayton.edu. Also, for more information, there will be a Faculty Roundtable on Wednesday, November 19 from 12:00 to 1:15 p.m. in the Marianist Dining Room, lunch provided.



New Reading Group “Learning About Learning”

The Faculty Development Committee is pleased to host for the first time, a reading group of faculty and staff to meet at monthly intervals during the fall of 2003. Because of the anticipated interest, we have created two groups... one that meets on a Wednesday at noon, and the other on a Thursday at noon. You are invited to bring your brown bag lunch - cookies and sodas will be provided. A folder containing a selection of articles focused on learning will be provided. Although we will choose the articles for the first two sessions, attendees are invited to work as a group to decide the choice of article for the last two sessions. To help ensure a rich participation of attendees, we will expect faculty and staff to have read the selected articles for each meeting - including the very first. Dates and rooms are still being finalized and an e-mail announcement will be sent the last of August. If you are interested in joining one of the two reading groups, please contact Lora Bailey at lora.bailey@notes.udayton.edu or ext. 93309.



Fund for Educational Development

If you are a full-time faculty member or team of full-time faculty, you are encouraged to apply to the Fund for Educational Development for a grant. The Fund exists 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 Learning Village.

There are two types of grants offered. The first grant provides funds for faculty time and work or replacement with a maximum stipend of \$3,000 plus benefits. This 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. The second grant is a maximum of \$2,000 for expenses, materials, and services. This grant provides funds for the purchase of materials, equipment, technical services, or for student or clerical assistance directly related to the instructional improvement process. A proposal may request both stipend plus benefits and expenses, but the maximum total funding is: \$5,000 for an individual or \$6,000 for a team.

Updated information on this grant will be announced via e-mail the first of September. For additional information, please contact Lora Bailey, at ext. 93309 or lora.bailey@notes.udayton.edu



WebCT is a powerful course management system for building and delivering course content and facilitating student-student and student-teacher interaction via the Web. Some of the most powerful features of WebCT includes its ability to deliver online assessments, to deliver and accept homework assignments, to manage threaded discussions, to enable basic instant-messaging, for tracking student grades online, and for securely housing files such as class notes and presentations.

A limited number of courses will be using WebCT in the fall 2003 semester. If you are interested in using WebCT in the winter or summer of 2004, you can attend the training offered by the e-Learning lab in the LTC. Information about WebCT and the training schedule can be found at <http://academic.udayton.edu/elearning>.



LTC Faculty Development Library

The LTC has several books on such topics as pedagogy, team teaching, students, technology, etc. These books are located in the bookcases across from The Blend. Books may be checked out at the check-out counter on the first floor of Roesch Library.



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