In this Issue

LEARNING OUTCOMES AND YOU

André Oberlé, Ph.D., Center for Teaching and Learning Excellence

Everyone has heard of learning outcomes. They are often referred to in workshops given by the CTLE staff and they are prominent in the literature on pedagogical issues.

So, what are learning outcomes, and what is all the hype about? Should you be concerned about learning outcomes? You certainly should be. Learning outcomes make life easier for all of us and they help us to teach more effectively.

Learning outcomes defined

Basically, learning outcomes describe what your students will be able to do as a result of successfully completing your course.

Characteristic of stated learning outcomes is that they need to be observable. Some experts will not recognize anything as an outcome unless it is measurable or gradable. This attitude is perhaps like the absolute diet. No one is really able to stick to it. A more moderate position would be to state that, while all outcomes must be observable, at least some outcomes need to be measurable and gradable, but that others may be simply observable. However you view this question, one basic ingredient remains: learning outcomes describe skills, abilities and knowledge your students will have acquired at the successful con-

Our Mission

The University of Scranton's Center for Teaching and Learning Excellence (CTLE) encourages and supports a strong culture of teaching, learning and scholarship in the Ignatian Tradition for a diverse university community. In collaboration with the Library, the University's CTLE works with faculty and students to help create an environment that encourages and supports student learning, faculty enrichment, instructional design, and the use of technology. The CTLE provides opportunities for faculty and students to work together to achieve academic success and have a positive learning experience at the University.

FROM THE EDITORS

It is our pleasure to present you with the first Newsletter of the Center for Teaching and Learning Excellence. We hope that the Newsletter will keep you informed about our activities and the advancement opportunities for faculty and staff we facilitate. The newsletter will also act as a forum for discussion of general pedagogical issues. As its title indicates, we want to stimulate reflection on teaching and learning.

Our first issue is devoted entirely to featuring the CTLE and its staff. We want to share with you who we are and what we

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LEARNING OUTCOMES *cont'd*

clusion of your course. Learning outcomes describe not only the fact that your students will learn concrete things but they will also tell everyone, how this learning is demonstrated. Learning outcomes describe how your students will have changed as a result of having taken your course.

Of course, assessment and outcomes are closely connected. As we articulate learning outcomes, we should always ask ourselves how we will observe to what degree these outcomes have been achieved, and what instruments we will use to assess them. Of course, the assessment criteria must be clear in the instructor's mind. But they also need to be clearly communicated to the students.

There are rather deep-rooted fears some colleagues have about learning outcomes. Such colleagues are apprehensive about the way their outcomes will be used by administrations or the government and therefore mistrust them. There is usually no justification for such fears.

As a matter of fact, outcomes are good for everyone. They give students a more accurate sense of what a course is about and what they will be able to accomplish as a result of taking it. This leads to greater student satisfaction and greater student retention. Outcomes keep the instructor focused, programs on track, and they allow the institution to justify itself to students, governments, and the larger community.

Instructional goals and learning outcomes

People sometimes get confused about apparent similarities and differences between instructional goals or curriculum goals and learning outcomes. The two are quite different, however.

Instructional goals are commonly found in all course descriptions in university course catalogs. They describe the course content and elaborate on what the class will be doing with the course content. In other words, they describe process.

Example: "In this course students will read selected plays of Shakespeare and discuss their significance for us today."

Learning outcomes, on the other hand, are still relatively rare in the course descriptions of most universities and tend to show up more frequently in course syllabi. They describe the observable skills, abilities, and knowledge that students will have acquired upon the successful completion of the course. They describe how the student will be different after taking your course.

While course goals tend to be generic and fairly general in language, learning outcomes are always very specific. They describe end results rather than process.

Example: "Students will be able to give the characteristics of a Shakespearean sonnet and provide an example for each of these characteristics."

This outcome states specifically that students will be able to give characteristics and how the degree of their skill will be measured.

Why learning outcomes are beneficial

Learning outcomes communicate to students more precisely what to expect in a course and understand better

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**FROM THE EDITORS** *cont'd*

do to accomplish our mission.

This issue includes three articles on general teaching issues, some "cheat sheets" you can copy and use, and reports from all of the various departments of the Center for Teaching and Learning Excellence. As well, you will find a complete listing of the professional development events offered by the Center and a listing of the many services and opportunities the Center provides. A special section on newsworthy information will keep you in the loop about what is new at the Center. Please also consult our web page at www.scranton.edu/ctle.

We hope that you will find this issue interesting and informative, and we invite your comments.

Editorial Team: Eugeniu Grigorescu
                        James Muniz
                        André Oberlé
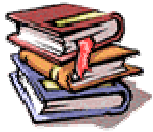
CONCEPT MAPPING

Eugeniu Grigorescu, Center for Teaching and Learning Excellence

Introduction

Concept mapping is a technique for visually organizing information and developing holistic understanding that words alone cannot convey. Concept mapping, also known as mind mapping, webbing or associogram, was developed by the British researcher Tony Buzan in the 1960s when he was a graduate student at the University of British Columbia. Initially developed as a method for taking notes, concept mapping has evolved and moved beyond the linear approach to bridge visuals and symbols of association in order to organize and remember information.

Concept Maps and Assessment

Concept mapping has emerged as an important instrument for educators not just in teaching, but also in the assessment of learning. As Goodnough and Long indicate in Mind Mapping: A Graphic Organizer for the Pedagogical Toolbox (2002), concept maps represent "a versatile tool that can be used to expand a teacher's instructional and assessment repertoire and to give students the opportunity to use another approach to share what they learned" (p. 21). If using Gardner's multiple intelligences approach, concept mapping would accommodate students with linguistic, mathematical, and spatial intelligences.

Concept maps can be used successfully as an assessment tool, allowing the educator to appraise at a sufficient level of complexity, usually beyond the low-level skills on the Bloom's taxonomy. As an assessment instrument, concept maps can be employed to gauge disciplinary knowledge at a deeper level than traditional assessment measures—such as multiple-choice tests (Markham, Mintzes and Jones, 1994).

The basic element of a concept map is a proposition, which is made up of two concepts connected by a link that indicates the relationship between them. A concept map is a conglomerate of propositions that are connected either as a flowchart or as a hierarchical structure.

Cognitive Theories and Concept Mapping

Cognitive learning theories emphasize the importance of knowledge acquisition and the structure of knowl-

DOES A DEGREE EQUAL LITERACY?

James Muniz, Center for Teaching and Learning Excellence

The National Assessment of Adult Literacy (NAAL) measures the English literacy of American adults (16 years and older n= 19,714). The National Center for Education Statistics administered the assessment in 1992 and again in 2003. The results of the 2003 assessment provide some results worth investigation. The assessment reports results in three categories of literacy: Prose, Document and Quantitative. Quantitative literacy requires the knowledge and skill necessary to identify and perform computations either alone or sequentially, using numbers embedded in printed materials. However, the results for prose and document literacy provide the most interesting results. Prose literacy demands knowledge and skills that allow the search, comprehension, and information use from continuous texts. Items such as newspaper articles or the brochure that comes with your newest electronic device would be continuous texts. Document literacy demands knowledge and skills that allow the search, comprehension and use of information from non-continuous texts. A map or a prescription label would be considered non-continuous texts. Within these categories, four levels of literacy are considered: (1) below basic, (2) basic, (3) intermediate, and (4) proficient. The proficient levels of literacy seem the most relevant for college study. Certainly our goal as a university would not be to develop students at either the below basic or basic level of literacy.

For the intermediate level of prose literacy, a respondent would have to perform tasks such as consulting reference materials to determine which foods contain a particular vitamin. For the intermediate level of document literacy, a respondent would have to perform tasks such as identifying a specific location on a map. For the proficient level of prose literacy, a respondent has to perform tasks such as comparing viewpoints in two editorials. For the proficient level of document literacy, a respondent would have to perform tasks such as interpreting a table about blood pressure, age, and physical activity. These types of tasks should be well

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CONCEPT MAPPING *cont'd*

edge. Learning is an internal mental process. For cognitive theorists, the mental process is essential to learning, because it allows the learner to construct, code and organize information. Anderson (1984), suggests that the essence of knowledge is structure, and that concept map construction forces the student to pay attention to the structure of knowledge and the significance of knowledge integration. As an outcome of focusing students on new knowledge structure and transfer of that knowledge to other situations, concept maps promote active learning, critical thinking and improve problem-solving abilities.

Advantages

Concept maps are powerful organizers, giving students the ability to display visually their way of thinking about a topic. Thus, concept maps make a student's knowledge structure visible for the educator and the learner. Students can draw meaningful connections amongst concepts and do so in a non-linear way, more suited to the natural thinking process, which goes on randomly. The open structure of the concept maps provides the user with the opportunity to incorporate concepts to other ideas already on the map. Since concepts maps facilitate the addition with ease of new knowledge to existing ideas, they are ideal for group work where information is not only shared but also reconciled constantly.
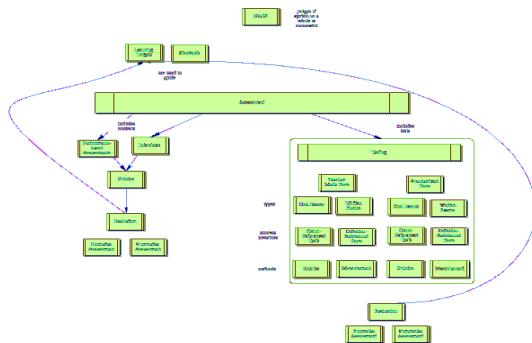
Concept maps are unique and visually appealing and can be used as memory aids. As such, they stimulate the recall of information and may foster memorization. Built on cognitive theories, concept maps connect new information with existing knowledge and facilitate knowledge transfer. Maps can be constructed by a single learner, by a group of learners or by an entire class.

Software Tools

Concept mapping software tools have increased expo-

nentially and are available either as freeware or at a minimal cost. A very powerful tool available with numerous templates is Inspiration (www.inspiration.com). The software is available at a discounted price for educators and students and can be downloaded directly from the website. A free 30-day trial version is available for first-time users who are not ready yet to purchase the tool. The software is very popular on campuses all across the country.

Another tool is Cmaps (cmap.ihmc.us). The software is free and provides numerous options for the user to add files to the map concept. Cmaps has a great community of learners, and the site has a wealth of available maps from around the world dealing with diverse subject matters.

A few more tools available on the web include:

- FreeMind (http://freemind.sourceforge.net/wiki/index.php/Main_Page)
- MindGenius (www.mindgenius.com)
- MindManager (www.mindjet.com/us)

Conclusion

Concept mapping is an effective way to represent knowledge acquisition and understanding in a visually appealing way. Used as both a teaching and assessment software, concept mapping provides for a rich tool in disseminating information and evaluating students' knowledge at a deeper level.

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Faculty Advancement Events (Spring 2006)

Please note: A light lunch will be served at all of these events.

● ***Tuesday, February 21, 11:30-1:00, STT 589***

"How did I get that mark? Effective assessment of student learning"

Facilitator: Dr. Andre Oberle, CTLE

In this workshop, participants will look at the importance of designing appropriate and effective assessment of student learning. They will look at the importance of designing effective criteria, communicating them to their students and giving formative feedback that encourages student reflection and learning.

What we will explore:

- The importance of articulating clear course goals and learning outcomes

- The importance of developing and communicating clear assessment goals

- The importance of choosing appropriate assessment instruments

- The effectiveness of using rubrics

- The importance of constructive feedback that leads to reflection and learning

Who should attend?

All faculty members who would like to find out more about formative assessment and the importance of feedback in student learning.

Please register for this event at www.scranton.edu/ctle by Thursday, February 16, 2006.

● ***Tuesday, February 28, 11:30-1:00, 509 Brennan Hall***

"IR/CTLE forum on Internet2"

Facilitator: Connie Wisdo (Director, Technical Development and Innovation)

A light lunch will be served at 11:15.

This Forum will focus on the use of Internet2 on our campus. Internet2 is a collaborative effort by over two hundred U.S. universities to develop advanced Internet technology and a network of collaboration that is vital to the research and education missions of higher education. I2 provides the communication pathway for faculty and researchers to work together on new technologies, applications, and the development of best practices in education. I2 is exclusively for colleges and universities, primary and secondary schools, health care organizations, libraries and museums. Members and participants work together in application areas ranging from health sciences to fine arts. Videoconferencing (including international connections) over Internet2 is an extremely popular use of the high-performance network. Support for Internet2 on campus is a collaborative effort among the Information Resources division and the Center for Teaching and Learning Excellence (CTLE). The forum will provide an overview of Internet2, some examples of its use, and factors to consider before you attempt to incorporate it into your classroom or office.

To register for this event please email Karyn Salitsky at Karyn.Salitsky@scranton.edu or call Karyn at ext. 6185.

● ***Tuesday, March 21, 11:30-1:00, STT 590***

"**Concept Mapping: Powerful as a cognitive and assessment tool**"

Facilitators: Eugeniu Grigorescu, Aileen McHale, CTLE

Concept Maps are an effective way of representing visually how a student understands a domain of knowledge. They can also be an effective means of exploring a given topic in the classroom.

What we will explore:

- Concept mapping as a pedagogical tool

- Its modalities of use for helping students visually organize their thinking and summarize subjects of study

- Software tools that are available to facilitate this process

Who should attend?

All faculty members who like to work with concept maps or would like to learn about effective ways of brainstorming, and capturing and classifying information.

Please register for this event at www.scranton.edu/ctle by Thursday, March 16, 2006.

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Events cont'd

- ***Tuesday, March 28, 11:30-1:00, STT 589***

"Working with learning outcomes"

Facilitator: Dr. Andre Oberle, CTLE

Clearly articulated learning outcomes lead to greater student satisfaction and effective curriculum design. They tell students what they will be able to do at the successful conclusion of your courses. This workshop will enable participants to investigate the role of learning outcomes in the curriculum and enable them to design learning outcomes for their courses and consider suitable assessment techniques. **Please bring a course syllabus and the catalog description for one of your courses to this workshop**.

What we will explore:

- Understanding what learning outcomes are and why and how they work

- Understanding the importance of learning outcomes across the curriculum

- Understanding how well-articulated outcomes increase student satisfaction and retention

- Writing some outcomes for one of our courses and considering appropriate assessment for that outcome

Who should attend?

Faculty members who are concerned about communicating outcomes for their courses to increase student satisfaction and retention.

Please register for this event at www.scranton.edu/ctle by Thursday, March 23, 2006.

- ***Thursday, March 30, 11:30-1:00, STT 590***

"Blackboard Showcase"

Facilitators: Dr. Harry Dammer (Sociology), Dr. William Wallick (HAHR), Aileen McHale (CTLE)

This presentation will showcase the work done by two faculty members who further student learning through the creative use of Blackboard. The presenters will share how they used specific areas within Blackboard to promote active learning and enhance student participation and discussion.

Who should attend?

Faculty members who are already working with Black-

board and are looking for ideas, and those who are wondering how Blackboard could be used to enhance their courses.

Please register for this event at www.scranton.edu/ctle by Friday, March 24, 2006.

- ***Thursday, April 20, 11:30-1:00, STT 591***

"Developmental use of course evaluations"

Facilitators: Dr. Elizabeth Ciaravino (Faculty Liaison), Dr. Anthony Ferzola (Faculty Liaison)

Please join the CTLE for a workshop that focuses on how faculty can use course evaluation results to develop their teaching skills. The presentation and discussion will look at how to interpret student feedback on multiple-choice questions and open-ended comments. All faculty members are invited.

Who should attend?

Faculty members who wonder how to interpret course evaluations to help them enhance their teaching.

Please register for this event at www.scranton.edu/ctle by Friday, April 14, 2006.

- ***Tuesday, April 25, 11:30-1:00, STT 590***

- **"What to do with all those electronic pictures?/The magic of compression"**

Facilitators: Eugeniu Grigorescu, Aileen McHale, CTLE

With the advent of digital cameras, it is easier than ever to store digital pictures on your computer. Over time you may be confronted with two issues.

First, *organizing* and *managing* the number of pictures you have and second, having enough storage space.

What we will explore:

- Software solutions for managing your pictures

- Compressing images in PowerPoint to reduce the presentation file size

- Creating thumbnail galleries that can be incorporated into a Blackboard course or a website

- Resizing image files to be email friendly

Who should attend?

All faculty and staff who would like to learn simple ways to size images and keep track of them.

Please register for this event at www.scranton.edu/ctle by Wednesday, April 19, 2006.

(Continued from page 6)
EVENTS cont'd

- ***Thursday, April 27, 11:30-1:00, STT 590***

"Showcasing Teaching Enhancement Grant projects"

Facilitators: Dr. Dona Bauman (Education), Barry Wolf (Occupational Therapy), Eugeniu Grigorescu (CTLE)

The annual Teaching Enhancement Grants are awarded to instructors who wish to invest their time and resources to innovatively enhance their courses to promote student learning. This presentation will showcase the projects of two faculty members who have received these grants and have successfully completed their projects.

Who should attend?

All faculty members who have considered whether they should apply for teaching enhancement grants.

Please register for this event at www.scranton.edu/ctle by Thursday, April 20, 2006.

- ***Tuesday, May 23, 11:30-1:00, STT 589***

"Project portfolios: enhancing student learning through portfolio work"

Facilitator: Dr. Andre Oberle, CTLE

Learning portfolios are an excellent tool for students to document their learning experience in a course and to reflect upon it. For instructors, they are a very effective assessment tool for student learning. Instructors who find the idea of portfolio assessment in their courses daunting or reject it on account of the size of their classes, might consider a project portfolio, a tool de-

signed to document the learning experienced in a single project such as a term paper or report.

What we will explore:

- Understanding the nature of a project learning portfolio and how it can enhance student learning

- Understanding how project learning portfolios can be assessed

- Understanding how project learning portfolios promote student satisfaction and improve student performance

- Understanding how project learning portfolios are conducive to academic integrity

Who should attend?

All faculty members who wish to enhance the learning environment of their students and are looking for effective ways of assessing student learning and safeguarding academic integrity.

Please register for this event at www.scranton.edu/ctle by Thursday, May 18, 2006.

DID YOU KNOW THAT?

- Workshops and presentations offered to the faculty by the CTLE stress pedagogical perspectives.

- The CTLE offers workshops on general teaching issues and is prepared to present customized presentation to individual departments.

- We are always happy to do follow-ups to our workshops and presentations.

- Consultants are ready to assist you with your teaching projects on a one-on-one basis.

- You can come to us for assistance with your PowerPoint presentation, web site development, and other learning-related technologies.

- We provide assistance with Blackboard and are flexible with our schedule.

- Assistance with paper or electronic portfolios is available.

BLACKBOARD WORKSHOPS (Spring 2006)

The following workshops will be held in the CTLE - St. Thomas Hall, Room 590:

- ***Monday, May 22***

9:30 AM - 12:00 PM
Blackboard Basics and Course Design

- ***Monday, May 22***

1:30 PM – 3:00 PM
Online Tests and Quizzes*

- ***Wednesday, May 24***

9:30 AM – 11:00 AM
Student Participation and Group Study*

- ***Wednesday, May 24***

1:00 PM - 3:30 PM
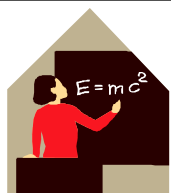**Grading and Managing Assignments***

- ***Thursday, May 25***

10:00 AM - 11:30 AM
Virtual Classroom*

*Basic knowledge of Blackboard is required

Please register online for each session!
at   www.scranton.edu/ctle

TEACHING ENHANCEMENT GRANTS AND DEVELOPMENT STIPENDS FOR WEB-BASED COURSES 2005/06

TEACHING ENHANCEMENT GRANTS

Four Teaching Enhancement Grants were awarded this year. The winners are Dr. Dona Bauman, Department of Education; Dr. John Conway, Biology Department; Dr. Debra Fetherman and Dr. Ronald Deitrick, Department of Exercise Science and Sport; and Drs. Dona Bauman and Deborah Lo, Education. Congratulations to you all.

DEVELOPMENT STIPENDS FOR WEB-BASED COURSES

Drs. Renée Hakim, Robert McKeage, and Iordanis Petsas are the winners of Development Stipends for Web-based Courses. The three winners will be developing web-based courses in their respective departments. Dr. Hakim is a member of the Department of Physical Therapy. Her course will deal with Motor Control and Motor Learning. Dr. McKeage is a member of the Department of Management/Marketing, and his course will present Principles of Management II. Dr. Petsas, a member of the Department of Economics and Finance, will develop a course on International Business Economics. These courses will significantly enhance the offerings of the respective departments. Congratulations to the winners!

HOW DO I APPLY FOR THESE GRANTS?

Applications for Teaching Enhancement Grants and Development Stipends for Web-based Courses for 2006 will be available in the fall. Selection is by peer review. If you are considering applying for a grant or stipend, be sure to come to the presentation by past winners on Thursday, April 27, 2006 at 11:30 in STT 591 (see page 7 of this Newsletter).

DID YOU KNOW THAT?

- The CTLE makes available Teaching Development Grants for a maximum of $1,500.00 and Development Stipends for Web-based Courses in the amount of $3,000.00. The grants are announced in September, and applications are due in November.

- Applications are peer-reviewed by faculty committees.

IN THE NEWS

- ### CTLE AWARDED VERIZON GRANT

The CTLE received a Verizon Grant in the amount of $14,336.00 to foster literacy. The grant enabled us to purchase assistive technology to help students with various special needs to learn better. Along with new computers to handle it, we have acquired some well-known software to allow students with various special needs in studying and producing text to perform to their potential. The software packages called Kurzweil and Inspiration allow students to work with texts in accordance with their special needs and allow them to do so without outside help, thus furthering their independence.

Presenting the Verizon Foundation's grant to The University of Scranton's Center for Teaching and Learning Excellence (CTLE) are, from left: from Verizon, Ray Totten, service manager, and Anna Cervenak, director of external affairs; and from The University of Scranton, Andre Oberle, Ph.D., director of the CTLE; Charles E. Kratz, dean of library and information fluency; Margaret McNulty, director of corporate & foundation relations.

Kurzweil, a leading reading, writing and learning software for students with special needs, has a multitude of features designed to enable students to explore text. As part of these features, it provides a multi-sensory approach to improving students' reading performance by highlighting a sentence, paragraph, line or phrase in one color and highlighting each word in another color as it is read allowed. It supports the words read with quick access to word meaning and provides comprehensive study skills tools.

Inspiration is a brainstorming and concept mapping tool for visual thinking and learning. It can be used in all subjects for brainstorming, planning and organizing. The program includes tools for outlining, diagramming, webbing, and pre-writing to help Learners develop thinking skills and structure their research or other work. It helps students to tap into their creativity and organize their thoughts.

We are also acquiring a number of Neo note-taking devices by AlphaSmart. These devices are simple word processors that are very portable and run for 700 hours on 3 AA batteries. These machines are designed for note-taking.

All of this technology is designed to not only help students with special needs to accomplish study and assignment tasks but also to strengthen their study skills. The most significant aspect of this technology is that it gives students independence and allows them to take responsibility for their learning.

- ### ROSE KELLY AND FRANK O'HARA AWARDS

The Rose Kelly and Frank O'Hara Awards were given this year at a special luncheon for the winners on December 12, 2005.

The Rose Kelly Award was established by a University of Scranton Alumnus, Joseph Wineburgh, Ph.D., to link the efforts of educators to the achievements of college students. It is an award presented jointly to a student in each undergraduate college who has completed two years at the University (currently a junior) and to the teacher whom he or she recognizes as having had a great impact on his/her life. The student selected by each college will have demonstrated exemplary achievement in both academics and in general campus involvement. This year's winners of the Rose Kelly awards are:

College of Arts and Sciences: Student: Daniel Ostermayer, Teacher: Thomas Wolff (North Pocono High School)
Panuska College of Professional Studies: Student: Taryn Mellody, Teacher: Carmel D'Angelo (Bishop O'Hara High School)
Kania School of Management: Student: Paul Sotak, Teacher: Charles Buzad (Bishop O'Hara High School)
Dexter Hanley College: Student: Catherine Sheridan, Teacher: Father James Rafferty (St. Clare's Parish)

The Frank O'Hara Award was established in 1988 by friends and family of "Mr. University," Frank O'Hara, who served in many capacities over a long career with the University. This year's winners of the Frank O'Hara awards are:

College of Arts and Sciences - Bronze: Justin G. Tunis, Craig Van Dien; Silver: Christina M. Drogalis, Daniel G. Ostermayer, John J. Mercuri.

FACULTY LIAISONS TO THE CTLE

Elizabeth Ciaravino (Occupational Therapy) and Anthony Ferzola (Mathematics) are the Faculty Liaisons to the CTLE this semester. What exactly are their responsibilities? As the title suggests, they are the bridge between faculty and the CTLE. One of the many functions of the CTLE is to provide services and events where faculty can gather informally and discuss pedagogical issues.

Dr. Elizabeth Ciaravino

The duties of the Faculty Liaison include:

- Planning, facilitating, and assessing faculty enrichment workshops in all areas of instruction

- Maintaining knowledge of current developments in teaching practices, instructional technology, and learning theory

- Reviewing CTLE teaching enhancement grant proposals and web-based development stipend proposals

- Providing confidential teaching consultation (see more below)

These are the primary ways the Liaisons can facilitate interdisciplinary discussions on effective teaching at the University of Scranton. We ask all faculty to take advantage of the services offered by CTLE.

Dr. Anthony Ferzola

Teaching Consultations

One of the more personal services offered by the Faculty Liaisons to the CTLE is that of teaching consultation. These consultations are strictly confidential and are initiated by the faculty member. The faculty could request a classroom visitation where the Liaison can observe and review a given class and provide feedback on the teaching techniques employed. The faculty might ask a Liaison to review course materials (syllabi, exams, projects, etc.). Perhaps the faculty member wants help in interpreting the results of the on-line course evaluations with an eye toward using this feedback to develop as a teacher.

Whatever the request, the faculty and Liaison work together one-on-one, and the results of the consultation are between them and no one else. Faculty Liaisons report the number of consultations performed per year to the CTLE, but not who requested the interaction. It is entirely up to the faculty member to inform others of having made use of this service.

Please let us know if you wish to participate, and we would be happy to work with you. We encourage you to take advantage of this personalized service of the CTLE.

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IN THE NEWS *cont'd*

Panuska College of Professional Studies -
Bronze: Nicole M. Spaldo; Silver: Amy A. Upchurch, Nancy M. Duda.
Kania School of Management - Bronze: Brook L. Hinkley; Silver: Paul C. Sotak, Stephanie M. Tulaney.
Dexter Hanley College - Bronze: Laura C. Carroll; Silver: Brandon Yeager, Timothy Sechler.

- **SPECIAL RECOGNITION DINNER FOR PART-TIME FACULTY**

On January 19, 2006, the CTLE and the Faculty Liaisons, Drs. Marian Farrell and Anthony Ferzola, gave a special recognition dinner for part-time faculty at the University of Scranton. Some fifty faculty members attended this successful event. The purpose of the evening was to recognize the significant contribution

Staff Notes

From the Desk of Mary-Ellen Pichiarello, Learning Enrichment Specialist

TUTORING AND SELF-REGULATED LEARNING

Peer tutoring is an integral part of learning because it provides individualized, one-on-one assistance that is cooperative, immediate and non-threatening. However, successful students are not simply individuals who know more than others. They typically have more effective and efficient learning strategies for accessing and using their knowledge, can motivate themselves, and can monitor and change their behaviors when learning does not occur (Dembo, 2004).

At the CTLE, our goals for the tutoring program include helping all students become self-regulated learners. According to Zimmerman and Martinez-Pons (1990), self-regulated learners participate metacognitively, motivationally, and behaviorally in their own learning process. Self-regulation skills empower students and enable them to truly take responsibility for their learning.

The CTLE trains tutors not to do the work for the students but to help them become self-regulated learners. During the tutor training, tutors are introduced to skills necessary to assist students on specific elements of self-regulation such as motivation, methods of learning, use of time, physical environment, social environment and performance.

Good tutors are excellent role models of successful learning who can motivate the students they tutor to become better scholars. Our tutors focus on the individual learning styles of the tutees to best determine ways of supporting them during tutoring. Compatibility is important between teaching and learning. Tutors who can appreciate and conceptualize how they act as the mediator between a faculty member's teaching style and course material and the student's learning style and level of motivation are likely to make the difference in the student's performance. Good time management strategies are crucial to college success. Tutors initiate and monitor time management skills with tutees, so they can stay up to date on course assignments and have time for relaxation and other responsibilities. Time management also eliminates the stress and panic that often results from students not getting their work

done or trying to cram for everything. Finding a good place to read and study may require some experimentation. The student needs to find a good place to work and establish a regular routine similar to the tutoring session. This is effective, whether (s)he is working alone or in a study group.

As a result of the tutoring experience, students will hopefully gain expertise in identifying short-and long-term goals, the resources and actions needed to achieve these goals and self-corrective procedures if success eludes them. The end result is that students become their own coach or mentor.

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From the Desks of Jim Muniz, Reading Specialist, and
Mary-Ellen Pichiarello, Learning Enrichment Specialist

SERVICES FOR STUDENTS WITH SPECIAL NEEDS

The CTLE now serves as a one-stop portal for students with special needs (disabilities). CTLE staff members, Mary Ellen Pichiarello, Learning Specialist, and James Muniz, Reading Specialist, will assist students with assessment and documentation of needed accommodations. The CTLE staff will assist and guide students as they communicate their needs to faculty and other members of the University community. The CTLE will continue to support faculty to deliver academic accommodations. Students who need accommodations such as extended test time or distraction-free environment can be accommodated at the CTLE. The CTLE staff will also guide students in their interactions with other University of Scranton resources that can assist them in the pursuit of their studies. The staff will also advocate for students when appropriate. More importantly, however, CTLE staff will seek to develop student self-advocacy skills.

Additionally, in an effort to simplify the process of adequate documentation for accommodations, the CTLE has adopted the Educational Testing Services' (ETS) standards for documentation of appropriate accommodations. These are national standards from a well respected organization. Many of our students will deal with ETS when they take graduate school exams or praxis exams. Hopefully, the adoption of these standards will make the process of planning and preparing for college study much easier for students who require academic accommodations.

From the Desk of Jim Muniz, Reading Specialist

ACQUIRING EFFICIENT READING SKILLS

I find it interesting working with students on reading at the university level. Obviously, everyone knows how to "read" at this level. I discovered that the biggest problems occur because students often do not know how to read efficiently. The confusion in students' minds between "reading" and "reading efficiently" can create a situation where seeking help becomes embarrassing. Students often appear at my door out of frustration with the fact that they may spend hours reading but "get nothing out of it." The frustration prompts them to seek me out despite the internal suspicion that something may be wrong if they can read for hours and "get nothing out of it."

After some initial anxiety, students usually respond well to discussions concerning "efficient reading." Students do literally spend hours reading without moving. A discussion of concentration cycle and using time in one hour blocks helps students make better use of their time. Often students try to use strategies that worked fine for high school texts which are less dense with information and facts. College texts require a more active approach to reading. Students need to develop annotation skills (yes, the book is yours and you may write in it). I encourage students to annotate their reading, but they must use their own words, not copy verbatim from the text. When you can paraphrase text, you understand it. If you cannot paraphrase text, you do not understand it (comprehension check!). Summarization becomes an important skill for the active reader. Stop in your mad rush to finish the assigned reading and summarize, in your own words, what you have read. Also, why not write this summary down somewhere and use if for review. With difficult passages, create reading questions and read to find the answer. Why not write the answer down somewhere?

The time now arrives for the comment, "but this will take so much time." If you are not familiar with active reading strategies, they may slow you down in the beginning, but how long does it take to read something over and over and get nothing out of it? Students usually do not answer that question.

> ## Students often do not know how to read efficiently.

From the Desk of Eugeniu Grigorescu, Instructional Curriculum Designer

SO WHAT DOES A CURRICULUM DESIGNER DO ANYWAY?

I feel I need to explain my title, since it may seem a bit vague. So what do I do? I work closely with faculty members to develop sound instructional strategies and delivery methods based on leading learning theories in the field. My job is to analyze the information and present the best ways to deliver it to the intended audience in order to maximize understanding and retention. To put it simply, I assist faculty in the design of instruction and the development of instructional resources.

We use instructional approaches that align closely with the type of learner we are. If you are a visual learner —like me—, you favor teaching methods that emphasize the visual aspect. However, we know that students come in all kinds of learning styles: auditory, visual, kinesthetic/tactile. So the question becomes: does our teaching embrace all the learning styles? The answer, as I see it, is direct and simple: yes. We all have exercises, assignments, and tasks that engage the learner in multiple ways, and make the learner solve a problem using different approaches.

Do you need to discuss how group work may apply to your curriculum? Have you thought of using constructivist learning environments in your course? Do you employ portfolios? Would you like to use a different assessment to gauge understanding of the material? For that matter, do you or would you like to make extensive use of formative evaluations? Do your assessments cover both lower-level and higher-level skills in the context of Bloom's taxonomy? Whatever question you may have, we will discuss it not as a stand alone issue, but in the context of your course.

As you probably noted, I made no mention of technology. It is because a lot of the techniques you may use do not need any technology. However, if technology needs to be employed, we will look at all aspects of its use.

So, does this mean that when you come to me with your teaching projects, I will take over and tell you how to do things? Absolutely not. It does mean that I am putting my expertise and time at your disposal to achieve exactly what you want. I may make suggestions on how to best achieve what you have in mind, but you always retain complete control of your project.

My door is always open! Please contact me via phone or email to schedule an appointment. Contact information may be found on the last page of this Newsletter.

From the Desk of Mary Burkhart, Writing Center Coordinator

COULD YOU 'FIX' MY PAPER, PLEASE?

In response to its membership, the International Writing Centers Association had designated Feb. 12 through Feb. 18, 2006 "International Writing Center Week." We hope you'll help us mark the occasion by encouraging your students to take advantage of the valuable resources our Writing Center has to offer.

We can work with students during any phase of the writing process. In fact, since our goal is "to make better writers, not necessarily—or immediately—better texts" (North 41), we encourage students to meet with us early to allow time for revision and often to appreciate that writing is rewriting. Yet in spite of our encouragement—through *Royal News* announcements, Web postings, Writing Center posters, and in-class introductions to Writing Center services—, many students still show up much too close to the deadline. Sometimes just an hour or two before the paper is due.

COULD YOU FIX MY PAPER, PLEASE *cont'd*

Often these students will insist, "I just need to get my paper checked." Well what does that mean exactly? For far too many students it means grammar, spelling, and punctuation errors. For others it is having the consultant check over the paper. For those who remember to bring their assignment sheets, it means asking the consultant to make sure they "have everything the professor wants." But that is not what we are about. Fortunately, our consultants have heard these demands countless times and are prepared to clarify for these student writers what it is we do.

After putting the student at ease, we discuss the assignment paying particular attention to audience and purpose. For some students, it may be the first time they have ever consciously thought about these concerns, especially audience.

From there, the consultant will usually focus on global issues like content, organization, and focus before moving on to sentence-level concerns. The consultant might model some revisions and then ask the student to take over. They may recommend hard copy or online writing exercises, or they may ask the student to revise the paper and return to the center for another consultation. In effect, we try to individualize each session according to the student's needs.

Fortunately, students do return to the Writing Center. Some even come in for brainstorming sessions—these sessions are challenging and satisfying for student and consultant. Some have even come in for multiple revisions on the same paper—imagine!

Ideally, as consultant and student writer continue to meet, they develop a comfortable relationship that creates an atmosphere with "a demanding academic environment that makes collaboration— social engagement in intellectual pursuits—a genuine part of the students' educational development" (Bruffee 96).

So please, help us help your students become better writers. Take a few moments of your valuable class time to speak well of us and to encourage your students to visit us.

Works Cited

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From the Desk of Aileen McHale, Instructional Technology and Enrichment Specialist

INSTRUCTIONAL TECHNOLOGY AT THE UNIVERSITY OF SCRANTON

Did you know that the CTLE's Instructional Technology and Enrichment Specialist, Aileen McHale, works collaboratively with faculty and students onthe integration of technology into the teaching and learning environment, and provides learning and professional enrichment opportunities for faculty and students? This includes providing one-on-one assistance to faculty in exploring possibilities for using various technologies to enrich teaching and the student learning experience. Group workshops and one-on-one consultations are available to accommodate the needs of faculty in using Blackboard in their curriculum. Assistance can be ob-

tained with getting started using Blackboard or with advanced features. Students can make an appointment or stop by the CTLE Technical Resource Lab for one-on-one assistance with Blackboard Navigation or creating their personal web site.

Faculty can request to have a web site designed for them and obtain assistance with maintaining it. Digitizing capabilities and enhancement of PowerPoint presentations with audio and video are other services we provide.

(Continued from page 14)
AILEEN MCHALE cont'd

Other multimedia resources available include scanners, digital cameras and video cameras. Daytime as well as evening appointments can be arranged. The CTLE also employs a small team of technically savvy students called TechCons and provides them with real-world ex-

periences. These students serve as invaluable technical resources to both faculty and other students. They are trained, managed and challenged by the CTLE technical staff and in appreciation are well fed at bi-monthly team meetings (everyone loves pizza)! They are actively involved in researching and supporting various instructional technologies and are required to complete one professional development project a semester in this area.

Instructional Toolbox

SIMPLIFYING YOUR "My Courses" DISPLAY IN BLACKBOARD

Aileen McHale, Instructional Technology & Enrichment Specialist, CTLE

Blackboard's default settings don't always match your desired settings for how the Blackboard interface should look. One typical and very important example of this mismatch is the **My Courses** section of the opening page when you log in to Blackboard. The My Courses section displays all the courses for which you are listed as the instructor. By default, it also displays the subject header of announcements for each course, which can lengthen the list and make finding individual courses difficult. The My Courses section sometimes shows both the Course ID and Course Name for a course, which can be confusing.

Following are instructions on how to simplify the My Courses display so that it shows only the most useful information. We will divide these instructions into three parts:

• Listing Course Names Only
• Removing the List of Announcements
• Preventing Older Courses from Displaying

Although we've listed these steps separately and have provided links to each section, you can actually make all those changes on one screen, so we recommend that you follow the instructions in order.

Listing Course Names Only: Blackboard sometimes lists both the Course ID and the Course Name in your "My Courses" display; by default, the newest version of Blackboard lists only the Course Name. Since the Course ID lengthens the display, and since you don't tend to think of your courses according to their CRNs, the Course ID doesn't generally provide useful information. In other words, you'll most likely want to make

sure that only the Course Name is listed for your courses. To do that:

Log in to Blackboard. You will be at the opening page, also known as the "My Institution" tab. The **My Courses** area will be on the right side of the screen, near the top. Click on the small pencil icon in the corner of the My Courses title bar:

You will see a **Customize My Courses** page, with a list of all the courses you are teaching.

In the **Modify Courses List** area, clear the check mark(s) in the "Display Course ID" column, if there are any:

BLACKBOARD *cont'd*

Don't click on Submit yet because you'll most likely want to make other changes to this page as well.

Removing the List of Announcements: You should still be on the **Customize My Courses** page in the **Modify Courses List** area. (If you're not, click on the "My Institution" tab within Blackboard, and click on the pencil icon in the "My Courses" title bar, as described above.) Within that course list, clear all the check marks in the **Display Announcements** column:

Don't click on Submit yet, because you may have one more set of changes to make.

Preventing Older Courses from Displaying: If you've taught Blackboard for several semesters (or at least two years), you're likely to have a long list of "Courses You are Teaching." Although we try to make sure that only current courses appear at the top of your list - by making past courses unavailable to students after the semester has ended and by adding a "z-" in front of all courses from previous semesters - sometimes your list can become unwieldy. If you'd like to limit the number of courses that appear when you log in to Blackboard, you can clear the check mark in the **Display Course** column of the **Modify Courses List** section, and that course will disappear from view on the main list of courses you are teaching (although not from the server). Remember that you get to the Modify Courses List page by clicking on the pencil icon in the top-right corner of the **My Courses** window. If you don't want some of your older courses to appear, click in the box under "Display Course" to remove the check mark for the particular course or courses, as shown:

When you've finished making the changes you want, scroll down on the page, and click on the button.

Submit

Blackboard will acknowledge that "The module has been successfully updated."

Click the button to return to the "My Institution" tab.

OK

If you followed all three steps above, you'll see a much more compact list of courses, with course names only and no announcements. If you ever want to see all the courses for which you are the instructor (especially if you want to roll over a course for a new semester but have hidden that course from view), you can click on the **Courses** tab at the top of the page:

The **Course List** on that page includes all your courses, with the Course Name and Course ID. If you ever do wish to roll over a course for use in an upcoming semester, the Course ID will include the CRN as part of that ID, and you'll need that CRN for the Course Rollover form (opens in new window) that you'll fill out. If you have any questions or comments, please call (570) 941-HELP.

DID YOU KNOW THAT?

- 959 students asked for peer tutors during the Fall Semester 2005
- 340 students asked for peer tutors within the first two weeks of Spring Semester 2006
- Mathematics, Biology, and Chemistry top the list in requests for peer tutors
- Our tutors receive intensive training in effective tutoring

HOW TO READ A TEXTBOOK

Adapted by James Muniz, Reading Specialist, CTLE

Read textbooks differently

You can't read a textbook the same way you read a novel or magazine article. You won't remember everything you read or even understand all of it after one quick reading. You may need to slow down or reread some portions of the chapter so that you understand the more difficult material.

Read the chapter before the lecture

Reading the text chapter before the lecture will help you build background on the topic, learn the basic organizational structure of the material and take better lecture notes.

Build on prior knowledge

Relate what you are reading to what you already know. By connecting the information in your textbook chapter to your own experiences and previous knowledge, you can improve your comprehension and memory of the material.

Divide the chapter into readable chunks

A forty-page chapter is probably best read in four chunks of ten pages each. A twenty-page chapter may be read in two chunks of ten or in two chunks of seven and one of six. Dividing the chapter into small reading segments increases your comprehension and actually decreases the time you spend reading the chapter.

Preview the chapter before you read

Read the title, introduction, headings, glance at charts and pictures, and read the summary. A two to five minute preview reduces the total time you spend reading and increases your comprehension.

Use a reading/study system

Use a reading/study system such as P2R, SQ3R, or S-RUN-R, or develop your own system. Be sure you use one or more active strategies before you read the chapter, as you read the chapter, and after you read the chapter.

Mark the text or take notes as you read

Highlight, underline, or take notes at the end of each section. Wait until you finish reading the paragraph or a "headed" section before you begin to mark your text.

Monitor your comprehension

Stop to check your understanding of the material at regular intervals. Look for connections between topics and how the new information relates to your prior knowledge. Pause at the end of each paragraph and ask yourself if you understand what you are reading.

Review what you read

After you complete your reading assignment, take five to ten minutes (or more) to review what you just read. Think about the main points that the author made in the chapter. Develop a recall column or summarize the key information in the margin of the text.

Prompt your memory

Use the headings of your textbook, your notes or the recall words or questions to prompt your memory. Recite the information out loud, or write it down.

Adapted from Dianna L. Van Blerkom. (2003) *College Study Skills: Becoming a Strategic Learner* 4th ed.

This page may be duplicated for distribution to students.

(Continued from page 3)

DOES A DEGREE EQUAL LITERACY cont'd

within the grasp of college graduates and students participating in graduate education. However, the assessment results do not bear this out.

In the measures of intermediate prose literacy, non-significant gains appeared between 1992 and 2003. In the same years, significant gains occurred in the measures for intermediate document literacy. Significant declines in measures of literacy at the highest levels seem obvious; in the measures for proficient prose literacy, the study documents that in 1992 40% of the adult population who were college graduates attained the proficient level of literacy. By 2003, this number had dropped to 31% of the adult population with a college degree. In 1992, 51% of the adult population who had taken graduate courses or earned a graduate degree scored at the proficient level of prose literacy. By 2003, that percentage dropped to 41%, a significant decrease. For document literacy the results are equally poor. In 1992, 31% of the adult population with a college degree scored at the proficient level of document

literacy. In 2003, that percentage dropped to 25%. For the percentage of adults with graduate study or graduate degrees, literacy attainment dropped from 45% in 1992 to 31% in 2003. The gains in intermediate literacy can hardly encourage college educators since we would hardly endorse intermediate levels of literacy as our goal. Do these statistics accurately represent the outcomes of our students? How can outcomes such as these be improved? If we consider our graduates future contributing citizens and leaders, shouldn't they possess greater literacy skills? What steps must we take to improve these results? Has the time come to take overt steps to assist our students with literacy development? In lower level classes, should we provide our students with "reading questions" to help them discern the important elements of a reading assignment? Should we develop activities in our classes that will assess and develop the literacy levels of our students? Finally, can we in this age of accountability accept these levels of literacy for our students and even graduates?

Literacy Scale and Educational Attainment	Intermediate		Proficient	
	1992	2003	1992	2003
Prose				
College graduate	49%	53%	40%	31%*
Graduate studies/degree	43%	48%	51%	41%*
Document				
College graduate	52%	62%*	31%	25%*
Graduate studies/degree	48%	59%*	45%	31%*

*Significantly different from 1992 / Report available at: http://nces.ed.gov/NAAL/PDF/2006470_1.PDF

From the Desk of Paula Semenza, Office Manager, CTLE

As Office Manager of the CTLE, I provide administrative support to the CTLE Director and Staff. I manage daily operations of the CTLE office and help promote CTLE services to the academic community. I help in the planning and coordination of all CTLE events and workshops.

I also assist in the Online Course Evaluation process and prepare/distribute Comparative Summary Analyses.

As well, I am the receptionist for the department and the first point of contact for many students.

LEARNING OUTCOMES AND YOU cont'd

how this course fits into their program. Providing learning outcomes for courses thus increases student satisfaction and reduces drastically the number of students that drop out of courses because they are not learning what they expected. They let everyone see at a glace

what is achieved in a given course and allow us to determine the precise role a given course plays in a stream or program. In doing so, they allow curriculum committees to identify gaps in a program and to avoid duplication and overlap. Outcomes help to make a good case in accountability statements. They also help us to achieve a fairer evaluation of prior learning assessment. In short, learning outcomes make for better communication.

Learning outcomes are essential

One of the basic tenets some colleagues wrestle with is that curriculum is not a private matter. It is a public exercise undertaken at the public's expense in public institutions that are accountable whether they are privately funded or state funded. What individual instructors do in their courses should therefore not be perceived as a private affair between them and their students. It impacts on many others. This simple fact is obvious where courses are tiered and prerequisites are required. Stated outcomes are essential to ensure that courses serve their purpose and program outcomes are being met, that there is a proper balance in the interdependence of courses, programs and institutional outcomes. They are essential to keep us all on track and keep everyone holistically informed.

How to articulate learning outcomes

Everyone who is teaching has outcomes in mind, but often these outcomes are not articulated. It is important to state these outcomes in universally understood language. Therefore, the language of learning outcomes needs to be very carefully chosen. Unlike course or curriculum goals, which tend to be general in nature, outcomes need to be concise, precise, and very specific. They must tell everyone, not just those acquainted with the discipline, exactly what will have been learned at the successful completion of the course.

Doing this job well takes time. We have to be prepared to deal with many drafts and to share them with colleagues. It is important to remember that when learning outcomes have to be explained to a reader, they have not been articulated with sufficient clarity.

Some of the most important characteristics of well-articulated learning outcomes are:

• They are specific

• They are stated in clear and unambiguous language

• They are concise and written in language anyone can understand

• They identify skills and judgments that will have been acquired as a result of successfully completing the course

• They describe something that is observable and, to a large degree, measurable

It usually takes several drafts and quite a bit of peer and student consultation before you will get a learning outcome to look just right. Be prepared to ask a lot of people what your outcome means to them and make adjustments until their understanding matches yours.

Learning outcomes and assessment

Remembering that outcomes must be observable in some manner and that at least some outcomes must be measurable, you should ask yourself at the time of creating the outcome how you will assess what you describe. If the outcome states that the students will be able to demonstrate, evaluate, explain, etc., ask how you will determine to what degree students have mastered that skill. If outcomes cannot be readily observed, they will need to be rearticulated. So, stating that stu-

(Continued from page 19)
LEARNING OUTCOMES AND YOU *cont'd*

dents will deepen their understanding is not sufficient. We must also state how they will demonstrate that deepened understanding. If the majority of your outcomes cannot be observed and measured in some concrete way, you will have to rethink them.

Another thing to keep in mind when designing learning outcomes is that they must not be one-sided. Skills are easiest to demonstrate and observe. And so the tendency is to articulate learning outcomes that describe primarily skills. However, well-balanced learning outcomes will address the three dimensions of learning

> Knowledge (Cognitive domain)
> Skills (Psycho-motor domain)
> Abilities (Affective domain)

Assessment should have its own outcomes that will need to be stated explicitly in the assignment description and clearly indicate the criteria that will be used to measure the degree to which the outcomes have been achieved.

How you can get started with learning outcomes

To begin the process of creating learning outcomes for a course, you could design outcomes and the assessment for them and incorporate them into your course syllabus. Start modestly. Take one of your courses for which it would be particularly easy to design outcomes first. Characteristically, the number of learning outcomes for a course is usually relatively small and should be confined to between three and five outcomes. You don't want outcomes for every simple little detail. Instead, address the larger issues. Doing so, will automatically address many of the smaller outcomes.

Write the outcomes for your course and run them by some colleagues, some students. Next, run your outcomes by people who have never heard of your course and have no particular expertise in your subject area. Do they understand what the outcomes state? If that should not be the case, you need to edit them.

Ideally you will attend one of our workshops on working with learning outcomes. When you do so, you not only look at the skills necessary to develop learning outcomes, but you will also meet other individuals who are interested in outcomes and with whom you can network and collaborate.

At the same time, you can begin designing learning outcomes. Why not work on one of your courses? Begin by asking yourself what the outcomes for a given unit are and plan strategies to achieve them and to assess them. Once you have done that for a few units, you are ready to tackle the whole course. Remember that learning outcomes are best developed with peer input and peer support.

Conclusion

Learning outcomes are of benefit to everyone. They tell us more precisely what can be achieved as a result of taking a course. They make assessment easier and they help us to identify curriculum gaps and overlap. They help us to be accountable. They improve communication about what we do.

Most importantly, when you have well-articulated outcomes, your students will know from day one how your course fits into their program and what knowledge and skills they will acquire by investing time and effort in your course. Knowing what to expect will increase their satisfaction and will increase retention.

With learning outcomes everyone is a winner. Why not start designing outcomes today?

DID YOU KNOW THAT?

- The CTLE is the one-stop portal for students with special needs. It now handles both the acreditation and accommodation for students with disabilities.

- During the Fall Semester 2005, the Writing Center at the CTLE provided 840 consultations for students who wanted to improve their papers.

CTLE SERVICES AND OPPORTUNITIES FOR FACULTY AND STUDENTS

FACULTY SERVICES AND OPPORTUNITIES

Faculty Awards and Grants — the following opportunities are available: The Provost's Part-Time Faculty Award for Excellence in Teaching, Web-based Course Development Stipends, Teaching Enhancement Grants.

Student/Faculty Teaching Mentorship Program — This program allows students to learn about college-level teaching in ways that transcend the traditional roles of faculty and students.

Faculty Enrichment Workshops — We provide workshops and training sessions in the following areas: Faculty Advancement Series, Instructional Technology Series, Blackboard Instruction, Lunch and Learn Series.

Course Design — Our Instructional Curriculum Designer will be pleased to assist you in the planning and development of sound instructional strategies and delivery methods for traditional and online courses.

Faculty Technological Needs Assessments — Let us assist you in determining your needs in the area of technology as it relates to your teaching and research.

Training in Instructional Technologies —Technical staff and student consultants are available to assist you in using and incorporating technology into teaching and learning. Services provided include scanning, audio/video digitizing and streaming, and graphics design.

Blackboard Assistance — Blackboard allows you to extend the classroom by making course materials available online and facilitating synchronous and asynchronous discussion. CTLE staff provides consultations to get you ready to use Blackboard either in a hybrid modality or solely online.

Web Consulting — We can assist you in creating, maintaining and updating web pages, and publishing course materials on the web.

Portfolio and E-Portfolio Support — Portfolios allow students to document their learning and reflect on their own growth. They are great assessment tools. Let us assist you in using portfolios.

Assistance with PowerPoint Presentations — This presentation tool has become increasingly popular in the presentations of lectures and seminars. Let us help you make the most of it.

Course Evaluations (OCE) — The Center provides support to faculty for the Online Course Evaluation System (OCE).

STUDENT SERVICES AND OPPORTUNITIES

The Writing Center Services — The Writing Center offers students the opportunity to improve their writing skills. Consultants will work with students on all aspects of writing including planning and drafting, organizing ideas, revising for clarity and coherence, editing for correctness, working with and integrating sources, and much more.

Reading Services — The Reading Specialist offers individual assessment and instruction to assist students to develop and/or enhance effective reading comprehension strategies.

Peer Tutoring Services — Peer tutoring, an integral part of the CTLE, provides individual and small group tutoring sessions for students to become self-regulated learners. Self-regulated learners are individuals who have the ability to develop knowledge, skills, and attitudes which facilitate their learning process. Peer tutors direct all tutoring activity towards creating an environment that encourages and supports student learning and development. The CTLE staff provides formal training for tutors followed by consistent support throughout the semester.

Awards — The following opportunities are available: The Rose Kelly Award, The Frank O'Hara Award.

Course Evaluations — The Center provides support to students for the Online Course Evaluation System (OCE).

IN THE NEWS *cont'd*

Symposium that will take place in March in Philadelphia.

made by part-time faculty to the programs offered at the University of Scranton. The featured guest speaker was Dr. Virginia Corcoran, herself a member of the part-time faculty. She gave a lively talk on student learning projects in which she described a project that was accepted for the National Student Learning Project

In this project, students interacted with the community in a project on nutrition. They grew produce and developed fact sheets on the food substances as well as recipes that included as many phytochemicals as possible. At the same time, the students were receptive to cultural preferences in designing tasty recipes.

STUDENTS WITH SPECIAL NEEDS (DISABILITIES)

In our efforts to facilitate post-secondary learning and promote quality of life-enhancing experiences for students with disabilities, it is important for qualified students with disabilities to know their rights as outlined in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA).

Section 504 of the Rehabilitation Act of 1973

"No otherwise qualified individual in the United States, shall solely by reason of his/her handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance." (PL 93-112, 1973)

In order to be granted protections afforded to a person with a disability under Section 504, individuals must meet the following eligibility criteria:

- have a physical or mental impairment that substantially limits one or more major life functions

- have a history of such impairment

- be regarded as having such impairment

- be deemed to be "other-wise qualified" despite the disability

The Americans with Disabilities Act of 1990 (ADA)

The ADA expands the provisions in Section 504 to the private sector. It prohibits discrimination against the same population as Section 504 but includes areas that were not previously covered under Section 504, such as private businesses, non-government-funded accommodations, and services provided by state or local governments.

Under the ADA, an individual with a disability is a person who has:

- physical or mental impairment which substantially limits one or more major life activities (including walking, seeing, hearing, speaking, breathing, learning, and working);

- a record of such an impairment; or

- is regarded as having such an impairment.

Impact on Support Services/Academic Accommodations

The ADA, stipulates that an individual's disability must "substantially limit" a major life activity. Factors that may be considered in determining whether there is a substantial limitation include:

- the nature and severity of the impairment

- the duration of the impairment

- the permanent or long-term impact of the impairment (29 C.F.R. § 1630.2[j]

Disabilities Covered by Legislation (but not limited to)

- Spinal Cord Injuries

- Head Injuries

- Loss of Limb(s)

- Multiple Sclerosis

- Muscular Dystrophy

- Cerebral Palsy

- Hearing/Vision/Speech Impairments

- Learning Disabilities

- Psychiatric Disorders

- Diabetes

- Cancer

The University of Scranton's Center for Teaching and Learning Excellence (CTLE) recognizes as its mission the assurance of efficient access to appropriate accommodations for students with disabilities. We also recognize that clear criteria for the required documentation of appropriate accommodations makes the process

more transparent for students and parents. In order to fulfill this mission, the University of Scranton has adopted the Educational Testing Service's (ETS) standards for documentation of appropriate accommoda- tions. These standards are national standards from a well respected national organization, and many of our students will deal with ETS when they take praxis exams or graduate school exams.

ETS DOCUMENTATION CRITERIA

For more detailed information, including ETS's policy statements and guidelines about LD, ADHD, and psychiatric disabilities, please visit http://www.ets.org/disability.

Documentation for the applicant **must**:

- Clearly state the diagnosed disability or disabilities;

- Describe the functional limitations resulting from the disabilities;

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- describe the functional limitations resulting from the disability or disabilities;

- be current—i.e. completed within the last 5 years for LD, last 6 months for psychiatric disabilities, or last 3 years for ADHD and all other disabilities (**Note** this requirement does not apply to physical or sensory disabilities of a permanent or unchanging nature);

- include complete educational, developmental, and medical history relevant to the disability for which testing accommodations are being requested;

- include a list of all test instruments used in the evaluation report and relevant subtest scores used to document the stated disability. (This requirement does not apply to physical or sensory disabilities of a permanent or unchanging nature);

- describe the specific accommodations requested;

- adequately support each of the requested testing accommodation(s);

- be typed or printed on official letterhead and signed by an evaluator qualified to make the diagnosis (include information about license or certification and area of specialization).

Visit us on the web at http://www.scranton.edu/ctle

On our web site you will find detailed information about all the services we offer to faculty and students. There are tutorials and links to various online request forms.

You will find there a description of all our events, and you can register for them on the spot.

Our web site also contains our mission statement and strategic plan to achieve our goals.

There is a suggestion box where you may leave your ideas for improving our services.

You are also cordially invited to visit us any time in person. We are located on the fifth floor of the Harper-McGinnis wing of Saint Thomas Hall. We would be pleased to see you and assist you or just chat with you about our services.

CTLE ADVISORY GROUP

Dr. Anthony Ferzola - Mathematics (Chair of the Committee and Faculty Liaison to the CTLE)

Professor Karen Brady - Occupational Therapy

Dr. Satya P. Chattopadhyay - Mgmt/ Marketing

Dr. Elizabeth Ciaravino - Occupational Therapy (Faculty Liaison to the CTLE)

Professor Katie Duke - Library

Dr. Marian Farrell - Nursing

Dr. Toni Glover - English

Dr. Patricia Gross - Education

Dean Charles Kratz - Library (Ex Officio)

Professor Mary Elizabeth Moylan - Library

Dr. Hong Nguyen - Economics

Dr. André Oberlé - CTLE Director (Ex Officio)

Dr. Peter Olden - Health Administration

Dr. Iordanis Petsas - Economics/Finance

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CTLE
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