Reflections
on Teaching and Learning

CENTER FOR TEACHING AND LEARNING EXCELLENCE

In This Issue

WHAT'S IN IT FOR ME?
Relieving Stress, Revitalizing Teaching through Learning-Centered Pedagogies

Linda C. Hodges (Princeton University)

Faculty face a multitude of pressures in our professional lives: establishing a research agenda, publishing our work, and creating and teaching courses. We may achieve public recognition for our scholarship, but the rewards for teaching are often more personal. Our failures, on the other hand, are often very public. Our mistakes and perceived inadequacies reenter the classroom daily with our students. And, as Parker Palmer noted so eloquently, we must also bear the brunt of the "Judgment of the young" (Palmer 1996, 48). This daily wearing sense of responsibility and impending judgment can generate anxiety, erode our confidence, and take the joy out of our teaching. During my more than 20 years of college teaching, I've found that learning-centered teaching approaches allow me to change this dynamic, generating a sense of shared responsibility in the classroom

that lessens anxiety and stress and enlivens practice.

Teaching Anxiety and Burnout

How common is stress in teaching? According to two studies, one among psychology professors (Gardner and Leak 1994) and one among accounting professors (Ameen, Guffey, and Jackson 2002), a large majority of faculty (78-87%) experienced some form of teaching anxiety

Our Mission

FROM THE EDITORS

The first issue of our newletter (February 2006) was very well received. We thank all the colleagues who sent us positive comments and suggestions.

We hope that you will find this issue equally useful and inspiring. It contains several well-researched articles on general teaching issues as well as news from the Center.

Our lead articles provide you with practical ideas for classroom management and effective assessment strategies.

I am grateful for the dedicated assistance of the editorial team, James Muniz and Eugeniu Grigorescu for their help in shaping this newsletter.

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WHAT'S IN IT FOR ME? cont'd

broadly defined as "distress that comes from either the anticipation of teaching, the preparation for teaching, or the experiences that ocur while teaching" (Gardner and Leak 1994, 29). Public speaking aspects of teaching caused some anxiety, but other significant triggers were class preparation, students' question, negative feedback or disruptions from students during class, and end-of-term evaluations. As teachers gained experience and seniority the anxiety associated with the performance aspects of teaching diminished. So new faculty can take comfort in that their performance anxieties are shared by many, and they do lessen with experience. The amount of teaching experience, however, did not reduce the anxiety associated with class preparation activities, student questions, and student evaluations. Student evaluations are often the only criteria used to judge teaching effectiveness, and they weigh heavily on the minds and hearts of faculty, both in increasing our anxiety and contributing to aspects of burnout.

A recent study of burnout among faculty at a large public comprehensive university found that burnout correlated significantly with teaching responsibilities but not with research productivity (Lackritz 2004). Aspects of burnout included emotional exhaustion, feelings of depersonalization, and erosion of one's sense of personal accomplishment. Student evaluations contributed significantly to faculty's feeling of depersonalization, yet they also positively affected faculty sense of personal accomplishment. The number of students taught, and the amount of time spent grading and in office hours added to the emotional exhaustion felt by faculty. This emotional exhaustion increased significantly with time as a faculty member.

Ways That Learning-Centered Teaching Lessens Stress and Enlivens Practice

Regardless of our teaching practices we still face many of the stressors identified above. Learning-centered methods of instruction, however, offer us three advantages: they change our perception of classroom performance,

ease both the time and frustration associated with grading, and modify our view and use of student evaluations.

Learning-centered approaches require us to change our perception that we are the show in the classroom. Although some of us enjoy the adrenaline rush of being center-stage, others find that shouldering the sole responsibility for what happens in class is anxiety-producing, and often disheartening. Jane Tompkins captured these feelings in A Life in School (Tompkins 1996):

> I had been putting on a performance whose true goal was not to help the students learn, as I had thought, but to perform before them in such a way that they would have a good opinion of me. I realized that my fear of being found wanting, of being shown up as a fraud, must have transmitted itself to [my students]. Insofar as I was afraid of being exposed, they too would be afraid. (119)

We, as content experts, often feel that our responsibility is to provide "first exposure" to information for our students (Walvoord and Anderson 1998, 53) and then send them off to do the hard work of making meaning of this information on their own. In learning-centered teaching approaches we instead share the responsibility for teaching and learning with our students. We use our talents as disciplinary scholars to help students learn how to think in our fields. We involve students in processing information in class through such activities as in-class writing or paired or group activities, providing students with support for this complex work of "brain change" and allowing us an intellectually fascinating glimpse into their thinking as novice learners.

As noted earlier, even experienced professors identify grading as an emotionally draining activity. The learning-centered approaches ease both the time and emotional burden of grading by involving students in self-critique and peer evaluation. Instructors often find that students work harder when their work will be evaluated by other students. Posting student writing assignments on a website open to the class (or others) for peer review or otherwise going public with their work helps students realize that there is more at stake than just an arbitrary grade from an instructor.

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FROM THE EDITORS cont'd

A special thank-you is due to all of our contributors to this Newsletter and to The National Teaching and Learning Forum for granting us permission to reprint

the article by Dr. Linda C. Hodges of Princton University.

On behalf of the Center for Teaching and Learning Excellence, I wish everyone a successful year.

André Oberlé, Ph.D., Director, CTLE

CONSIDER THE LEARNING PORTFOLIO

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

An increasing number of faculty members are considering using learning portfolios to enhance the learning experience of their students and to have a powerful tool for assessment at their disposal.

Educators generally agree that an effective learning environment is created when learning

- tends to be problem-based and active
- tends to be collaborative and interactive
- builds on previous knowledge and nurtures the integration and application of new knowledge
- allows reflection on the learning taking place
- and leads to fair assessment of the learning acquired and the learning process

Learning portfolios serve as excellent tools to promote these goals and document the results. They empower students and encourage them to take charge of and pride in their own learning.

What is a learning portfolio?

So, what exactly is a portfolio? Everyone is familiar with the portfolios carried by artists and architects showcasing their work. A learning portfolio is very similar. Basically, a learning portfolio consists of a collection of materials with a specific focus or grouped by themes. The various documents (artifacts) are connected by means of a reflective narrative.

Sandra Schurr (1999) defines the learning portfolio as "a systematic, integrated, and meaningful collection of a student's day-to-day work showing that student's efforts, progress, or achievement in one or more subjects" (page 4). The key point here is that a learning portfolio is not just a collection of documents but a "systematic, integrated and meaningful collection." Moreover, there is another important and undoubtedly the most significant component of a learning portfolio: student reflection. Schurr (1999) characterizes this component as follows: "A portfolio includes evidence of the student's critical self reflection and participation in setting the focus of the portfolio, selecting the contents of the portfolio and judging the portfolio's merit" (p. 4).

Learning portfolios allow students to critically reflect on their learning and document that learning so that it

WHY MULTIMEDIA: THE WAY WE LEARN

Aileen McHale, Center for Teaching and Learning Excellence

Two extremes exist when it comes to the use of multimedia in teaching and learning. Some consider it a mere fad and dismiss it, while others consider it the only approach. In a practical sense, a balanced approach may be the best. Seen from a balanced perspective, multimedia, when used as a teaching strategy to promote particular learning outcomes and when properly applied and integrated, can definitely enhance learning and teaching.

A classroom of learners consists of a rather heterogeneous group. Learner factors such as age, aptitude, motivation, personality, cognitive style and preferred learning strategies need to be considered in our teaching strategies. Individual learning is very much affected by individual learner differences. We sometimes speak of learning styles or learning preferences. The term "preferences" may be misleading, as we are not speaking of something the learner does consciously. Rather, the way we learn depends very much on how we are "wired." Some learners learn best through one or a combination of sensory modalities such as hearing, seeing, reading, touching.

The literature on the subject distinguishes three main groups:

1. The visual learner
2. The auditory learner
3. The kinesthetic learner

Howard Gardner went a little further and discussed the following learning styles (Guignon, 1998). Learners may learn best by:

- playing with words = Verbal/Linguistic
- playing with questions = Logical/ Mathematical
- playing with images = Visual/Spatial

LEARNING PORTFOLIOS *cont'd*

can be assessed. John Zubizarreta (2004) summarizes this aspect of the learning portfolio in a compelling manner:

> Learning Portfolios emphasize that students' knowledge and, more significantly, their understanding of how and why such knowledge fits into a larger framework of cognitive and emotional development are fundamentally connected to the opportunities they have to reflect critically on their education and the very meaning of learning itself (p. 25).

To summarize then, learning portfolios are collections of various artifacts with a specific focus that are designed to achieve some or all of the following goals:

- highlight aspects of work
- document a learning process
- document learning acquired by the student
- serve as a means of assessment
- foster student reflection on learning
- promote independent learning
- document the genesis of a paper from first idea to the finished paper

Which goals will be achieved depends on whether the purpose of the portfolio is to document a process, showcase overall achievements, function as a course or degree exit requirement, and many other factors.

The fear of extra work often keeps instructors from implementing learning portfolios and instills apprehension in students. However, the learning portfolio does not require much additional work at all. It simply induces students to document activities they would carry on anyway. For instance, students acquire and produce a lot of materials while taking a course, doing research and producing term papers. When they first hear the topics, they need to think about which topic they will choose and why. They will then plan strategies and develop hypotheses and test them. They will take notes in their research and change direction several times. They will produce drafts and may seek peer and instructor input. Finally, they will produce the finished product. The learning portfolio simply becomes the repository for all these materials. This does not mean, however, that the learning portfolio is a mere storage container. All artifacts in the learning portfolio need to be presented in a given context and connected through a reflective narrative highlighting the role of each item in achieving the learning goals of the project or course module. Thus,

the learning portfolio will contain source materials such as handouts and outlines as well as substantive and reflective writing authored by the student.

The reflective writing component invites learners to ask what they are learning, how they are learning it, how it connects to what they already know, and what else they need to learn to fill any gaps.

What is typically found in learning portfolios?

The purpose of a learning portfolio designed to document a whole course is to show the learning taking place in that course. Such a portfolio would contain notes on reading materials and summaries of important learning moments, tests and the students' reaction to them, assignments such as papers and reports that need to be completed accompanied by all the notes that lead to the creation of the final product.

If a project portfolio is required, then the student would hand in the final paper or report and all the material that led to the creation of that product. What the portfolio should contain is dictated by what the portfolio is to document. Material included may consist of items such as the following:

- the reason the student chose a particular topic
- how that topic was understood
- what hypotheses were developed
- what strategies were designed
- what research was done
- what preliminary notes were taken
- any drafts with peer comments
- the final paper

In terms of format, learning portfolios may contain anything that constitutes academic documentation of learning in a format that is practical and appropriate. Typically portfolios will include:

- printed documents
- electronic materials
- pictures and slides
- video and audio cassettes and CDs
- interactive materials such as hypertext

Needless to say, these materials need to be well organized. They need to be in some kind of sequence and be explained by the reflective narrative. It is often a good idea to divide a large body of materials into several well-defined sections.

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WHY MULTIMEDIA *cont'd*

- playing with music = Music/Rhythmic
- playing with movement = Body/Kinesthetic
- playing with socializing = Interpersonal
- playing alone = Intrapersonal

Learners process information differently depending on their learning styles. Most learners like to look at concepts from different perspectives. Most learners need some degree of repetition but bore easily if that repetition does not come from different perspectives. Individual learners may use several or even all of these approaches, but there will usually be some predominant ones.

If instructors present content using only their own learning styles, students are likely going to be short-changed. Therefore, instructors should attempt using as many of these modalities as possible. Some teaching strategies that can match/extend students' learning styles would be to balance concrete information with conceptual information; make use of graphs, schematics, demonstrations in addition to oral and written explanations; stimulate interest by presenting examples of phenomena first and then the underlying theory; provide time in class for students to think about material and for active student participation; encourage or mandate cooperation on homework; and demonstrate how course topics fit within the course and connect them to other courses, other disciplines and everyday experience.

Multimedia is a helpful tool in our teaching strategies, as they allow us to address many of these issues. Using a variety of media in our teaching, connects to more learning styles and addresses different channels of perception. Multimedia can help students learn about abstract concepts in a more immediate and concrete way. It can make the material students study more relevant.

Following are some examples of how multimedia could be used in various disciplines to enhance students understanding and help them become more engaged in the material being presented.

If the students in a Meteorology class discuss the characteristics of a tornado for instance, the topic can become more concrete, exciting and relevant by using the Internet to take a look at a specific tornado that is raging right now somewhere in our hemisphere. We can hypothesize about it and continue to check how our predictions bear out.

In a Biology class that uses a lot of still images, charts

and clips from video, a PowerPoint presentation can tie everything neatly together in an integrated manner.

In a Political Science class on current events, instructors can substitute a headline or an article that they have found at the last minute for one previously chosen. Instructors could simply place the newspaper or periodical on a document camera to display it in the classroom.

In a Sociology classes statistics can be used and the process of manipulating them discussed. Instructors can call up the program on the classroom computer and use the manipulation software.

In Fine Arts classes, instructors could use streamed video to depict a poetry reading, an acting sequence or show reactions of others to the poem.

In Economics courses, instructors could record their explanation of building formulas (audio and video) and post the recording on a web site or in a course management tool for student access. This strategy would allow students to review the explanation multiple times.

In courses delivered solely online, instructors can synchronize their PowerPoint lectures with audio and video, use the discussion board feature for class participation grades and/or administer tests and quizzes online.

There are three important questions that are helpful to ask when considering the use of multimedia:

1. How will multimedia help me to achieve my learning outcomes?

2. Which medium will help me make my point most effectively?

3. What is the simplest medium I can use to accomplish the task?

When applied soundly, multimedia can definitely enhance learning. The application of multimedia is always sound when instructors deem the application of a particular medium essential to making the point. Whenever the application of multimedia serves merely as an add-on or represents an attempt at sophistication for its own sake, the application of multimedia is questionable.

Why not consider these issues? Modern technology has made using multimedia easier than ever. There are many opportunities to learn from colleagues, presentations

(Continued from page 5)
WHY MULTIMEDIA? *cont'd*

and workshops. The Center for Teaching and Learning Excellence offers many presentations and workshops on multimedia. In our events, we examine both the technology and the pedagogy driving it.

References

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FACULTY ADVANCEMENT SERIES 2006-2007

The information presented here is accurate at the time of publication. Please consult our website at www.scranton.edu/ctle to check for any changes that may have been necessary due to circumstances beyond our control. Please be sure to register for the workshops of your choice on our website. All workshops starting at 11:30 feature a light lunch.

Fall Term

Friday, September 22, 2006; 2:30-5:00; STT 589

Designing a Graphic Syllabus

Dr. Linda Nilson (Clemson University)

Students don't always read a syllabus carefully, and even when they do, they may lack the scholarly background to grasp the "big picture" of the course organization that their instructor so judiciously developed. In this workshop, participants will learn how to make their course organization clear to students by designing a "graphic syllabus"—a diagram, flowchart, or concept map of the topical organization of a course—and they will explore why the graphic syllabus is such a powerful learning tool. This workshop is the grand opening of a new season. Wine and cheese will be served.

Tuesday, September 26, 2006; 11:30-1:00; STT 589

Exciting Innovations: Internet2 in Your Classroom

Dr. Andrew Zwicker (Princeton University)

Dr. Zwicker will demonstrate how courses—in this case physics—can be enhanced by creating an interactive learn-ing atmosphere using Internet2. While this presentation deals with Physics, the techniques can easily be applied in most other disciplines.

Thursday, September 28, 2006; 11:30-1:00; STT 589

Successful Projects Funded Through Teaching Enhancement Grants and Development Stipends for Web-Based Courses

Facilitators: Dr. Harry Dammer (Criminal Justice), Prof. Barry Wolf (Occupational Therapy), Aileen McHale (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. Development Stipends for Web-Based Courses support faculty members who nurture student learning through the creative use of Blackboard. This presentation will showcase the projects of two faculty members who have received these funds and have successfully completed their projects.

Tuesday, October 24, 2006; 11:30-1:00; STT 589

Setting Goals and Objectives for Course Evaluations

Facilitators: Prof. Betsey Moylan (Library and Faculty Liaison to the CTLE), Dr. Anthony Ferzola (Mathematics and Faculty Liaison to the CTLE)

Course Evaluations can be an important tool for improving our teaching practice. In order for these evaluations to be useful tools, instructors must carefully set their goals and objectives by the deadline provided. Failure to do so, means that all possible goals and objectives will be applied, including some that may not be appropriate to the course.

Thursday, October 26, 2006; 11:30-1:00; STT 589

Out of Sight, Out of Mind: Invisible Disabilities.

Facilitators: Tom Smith (Counseling), Mary Ellen Pichiarello (CTLE), Jim Muniz (CTLE)

Students in your classrooms may have hidden disabilities. How do you know? How do you deal with this? We hope to answer some of these questions at our workshop.

Tuesday, November 28, 2006; 11:30-1:00; STT 589

Designing Multiple-Choice Questions.

Facilitators: Eugeniu Grigorescu (CTLE), André Oberlé (CTLE)

Crafting and interpreting items that evaluate the knowledge and performance relevant to the learning targets assessed as the most versatile of all the objective types of items multiple-choice questions are employed often in educational assessment. Crafting good items with plausible distractors and homogenous alternatives requires skill and practice. An item analysis presents information which provides clues regarding difficulty, discrimination, and coverage of learning targets. This presentation provides theoretical approaches and practical examples of generating and interpreting multiple-choice questions.

Thursday, November 30, 2006; 11:30-1:00; STT 589

How to Create an Effective Course Syllabus

Facilitators: Prof. Betsey Moylan (Library and Faculty Liaison to the CTLE), Dr. Anthony Ferzola (Mathematics and Faculty Liaison to the CTLE)

This workshop is designed to help all faculty members learn how to design a syllabus so that it can serve as a contract, a record, and a learning tool for a course. Recommended syllabus components will also be discussed. The workshop will be useful to all: from new faculty designing their first few syllabi to the seasoned veteran looking to fine-tune existing syllabi.

Spring Term

Tuesday, February 20, 2007; 11:30-1:00; STT 589

Developmental Use of Course Evaluations

Facilitators: Prof. Betsey Moylan (Library), Dr. Anthony Ferzola (Mathematics and Faculty Liaison to the CTLE)

Please join the CTLE for a workshop that focuses on how faculty can use course evaluation results to enhance 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.

Thursday, February 22, 2007; 11:30-1:00; STT 589

Service Opportunities for New Faculty — Options within the University and in the Community

Facilitator: Betsey Moylan, (Library)

New faculty will learn of a variety of opportunities to become involved in University-based committees and/or organizations as a way of addressing service requirements for promotion. Faculty will be encouraged to look at their own strengths in contributing to the institution as a way to find satisfying and realistic means of addressing this important component of their lives at the University. Additional information on service opportunities in the greater Scranton area will also be explored.

Tuesday, February 27, 2007; 11:30-1:00; STT 589

Concept Mapping: Powerful as a cognitive and assessment tool

Facilitators: Eugeniu Grigorescu (CTLE), 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.

Tuesday, March 20, 2007; 11:30-1:00; STT 589

Getting to What Matters Most in Teaching and Learning

Dr. Mathew Ouellett (University of Massachusetts)

This workshop focuses on preparing faculty to address issues related to teaching and learning in our diverse classrooms by focusing on what matters most. Through a series of brief writing exercises and small group discussions,

we will explore pedagogical decisions and course designs useful in creating meaningful learning experiences for students.

Thursday, March 22, 2007; 11:30-1:00; STT 589

Promoting Deeper Learning Through Active Learning

Facilitator: Dr. André Oberlé (CTLE)

There is conclusive evidence that active students learn more effectively and retain much more. An ancient saying, sometimes attributed to Confucius, states: "What I hear, I forget. What I see, I remember. What I do, I understand." Scientific investigation has shown that this ancient wisdom still holds true. Active students remember and understand significantly more than their passive counterparts and therefore perform better. In this workshop we will look at simple and practical ways to engage our students in active learning, regardless of the size of their classes.

Tuesday, March 27, 2006; 11:30-1:00; STT 589

What to do With all Those Electronic Pictures?/The Magic of Compression

Facilitators: Eugeniu Grigorescu (CTLE), 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.

Tuesday, April 24, 2007; 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 designed to document the learning experienced in a single project such as a term paper or report.

FACULTY MEMBERS WORK AWAY BUSILY at Dr. Linda Nilsons workshop on Constructing a Graphic Syllabus, presented on Friday, September 22, 2006 at the Center for Teaching and Learning Excellence.

Thursday, April 26, 2007; 11:30-1:00; STT 589

Working with Students Diagnosed With Attention Deficit Disorder

Dr. Larry Silver (Georgetown University)

First, this presentation examines the nature of Attention Deficit Hyperactivity Disorder (ADHD) and describes the symptoms and treatments available. Participants will then explore how they can easily modify their teaching in a manner that addresses students with various attention spans including those with ADHD through universal design, an approach that is of benefit to the whole class.

FACULTY LIAISONS TO THE CTLE

Dr. Anthony Ferzola   Prof. Betsey Moylan

Anthony Ferzola (Mathematics) and Betsey Moylan (Library) are the Faculty Liaisons for the CTLE this semester. As the title suggests, they are the connection between faculty and the CTLE. The Liaisons can ensure communication and cooperation so that CTLE is responsive to faculty needs, and the faculty is made aware of CTLE services. One of the many functions of the CTLE is to provide events where faculty can come together and discuss pedagogical issues.

Two of the major duties of the Faculty Liaison are:

- Planning, facilitating, and assessing faculty enrichment workshops in all areas of instruction.
- Provide confidential teaching consultation (see more below)

Faculty Enrichment Workshops

Anthony and Betsey will be presenting various faculty advancement workshops (see the list on page 5 of this newsletter). These workshops are in response to faculty requests for opportunities to discuss certain pedagogical topics. The Liaisons develop their presentations using their knowledge of current developments in teaching practices and learning theory. We invite the faculty to take full advantage of this year's workshops, and we welcome suggestions for future workshops.
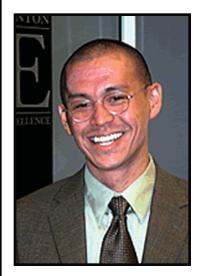
Teaching Consultations

One of the more personal services offered by the Faculty Liaisons of 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.

THE CTLE WELCOMES OUR NEW MATH SPECIALIST

The peer-tutoring program of the Center for Teaching and Learning Excellence is highly successful and accommodates up to one thousand tutoring requests per term. The bulk of these requests come from freshmen, and among these request, the demand for math tutors is very high. To deal with the needs of mathematics students, the position of Math Specialist has been created in the CTLE.

In this context, it gives us great pleasure to introduce Mr. Thomas Leong as our new Math Specialist. Mr. Leong will be working closely with the Mathematics Department to ensure that our tutoring strategies meet the needs of our Math students. Tom will also collaborate closely with his colleagues at the CTLE to provide extensive tutoring services to Math students. He will train and manage Math tutors, engage in tutoring activities himself, work with individual students, and conduct workshops and presentations on topics pertaining to learning strategies in Mathematics.

Mr. Leong holds a B.S. and an M.A. in Mathematics from the City College of CUNY (New York). He has many years of teaching experience at the City College of CUNY, the New York City College of Technology, and Dowling College. Tom has taught mathematics at all levels and has extensive experience in tutoring. He describes himself as an active problem solver and has published problems and solutions in various Math journals.

Tom's office is in the CTLE (5th floor, Harper-McGinnis Wing of Saint Thomas Hall). His phone number is 941-4319 and his email address is Thomas.Leong@scranton.edu.

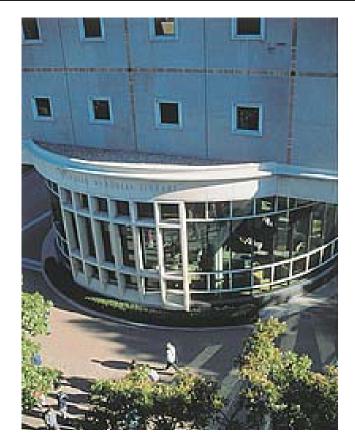We are very pleased to have Tom as part of our team.

Please join us in welcoming Tom to our campus.

UPDATE FROM THE WEINBERG MEMORIAL LIBRARY

Bonnie Strohl (Weinberg memorial Library)

During the Summer of 2006, the Library began several projects and completed others. Technical Services, the departments that acquire books and serials, catalog and process them for access on the Library's shelves, were relocated to the first floor area formerly occupied by the Media Resources Collection. Media Resources, combined with the EDLAB materials, are now located on the third floor in a Media & EDLAB Resources Center with improved space for viewing and working with these materials. Two group study rooms are nearing completion in the area formerly occupied by the Serials Office. Additional group study rooms and noise level were the two most frequently mentioned areas for improvement in the LibQual+™ assessment conducted in Spring 2006. Students and faculty who were randomly selected to participate in the survey indicated satisfaction with the building with the exception of group study space. Respondents felt that Library's staff are caring and attentive to their needs. When using the building, those who responded indicated that cell phone use and conversation are distracting.

An area indicated for improvement in LibQual+™, access to online information, was underscored by a se-

View of the Weinberg Memorial Library from St. Thomas Hall

WEINBERG MEMORIAL LIBRARY *cont'd*

ries of Focus Groups conducted by Prof. Bonnie Oldham. Feedback from these groups and cognitive walkthroughs that capture the use of Library pages have resulted in the creation of a working group of Prof. Oldham, Bonnie Strohl, Mary Kovalcin, Vince Yanausaskas and Jennifer Maher with the Public Relation Office to redesign the Library's webpages for ease of use. The Library is also making progress toward a single sign on that will allow a user to validate user name and pin only once to move throughout the University's various software services.
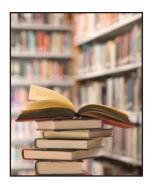
The Library joined Access PA, a consortium for shared resources in the state of Pennsylvania. While members in this group were previously public libraries and school libraries, colleges and universities have been invited to join. This brings additional databases and the opportunity to share through the Internet unique special collections such as photographs and documents through software called contentDM.

With the increased number of databases, now more than 125, how does a user know where to begin his or her research? To facilitate research decisions, the Library is in the process of improving two software programs in its Innovative system. WebBridge links within the cata-

log or database to additional sources of information. Research Pro, formerly knows as MetaFind, enables a user to search several or all major databases simultaneously. Improvements in these programs are underway and will soon be in test. Look for changes later this semester.

Finally, look for new seating in the Library; study chairs with swiveling tables that function as a side or lap table will be in place in October.

These changes have been in response to feedback from our users. To provide your opinion or suggestions for the Library email strohlb1@scranton.edu

Staff Notes

FROM THE DESK OF MARY ELLEN PICHIARELLO Learning Enrichment Specialist, CTLE and **James Muniz** Reading Specialist, CTLE

Students with Special Needs (Disabilities)

The focus for the CTLE in the critical area of providing accommodations for students with special needs has been on providing efficient procedures for faculty and students.

In the past, students had to trudge up to the fifth floor of St. Thomas to inform us that they needed to take an exam at a specific time. We in turn had to remind them to speak to their instructor about getting the test to the CTLE. This procedure placed a burden on the students

who needed to concentrate on studying for the test, not on administrative arrangements. It also placed a burden on the faculty who needed to teach and prepare a test, not remember details.

To find a solution, the CTLE worked with Systems and Software Resources to automate and refine procedures. Now, when students need to take a test at the CTLE, they can make the arrangements from their room. They log on to the CTLE menu on UIS and fill out the test ac-

commodation form. When they submit this form, the CTLE receives an e-mail detailing when a student will come to the CTLE for a test. Also, when students submit the form, their faculty receives an e-mail informing them that the student will be taking the next class exam at the CTLE. The faculty e-mail also contains a link to a form that allows them to provide necessary information concerning the exam to the CTLE. Instructors indicate the time allotted for the test in the classroom and any special conditions such as use of notes or calculators etc. Hopefully, these new procedures which can be accomplished at student and faculty desks will relieve some of the burden for both students and faculty.

In another refinement of services a committee consisting of the CTLE director, André Oberlé, CTLE staff members Mary Ellen Pichiarello and James Muniz, and Thomas Smith Psy.D. director of the counseling center will determine appropriate academic accommodations based on disability documentation and academic history. When necessary, the committee will solicit expert

opinion from an outside consultant for clarification when determining appropriate academic accommodations.

The CTLE and Systems and Software Resources will continue to work together to streamline and automate as many procedures as possible for students with special needs and their instructors. In addition, the CTLE will continue to use expertise on campus and off to assure that students receive appropriate accommodations for special needs.

5th Annual Northeastern U.S. Conference on disABILITY

October 18-20, 2006

Radisson Lackawanna Station Hotel, Scranton, PA

"Being, Belonging, and Becoming: Mobilizing Partnerships to Enhance the Quality of Life for Individuals with Disabilities"

FROM THE DESK OF JAMES MUNIZ

Reading Specialist, CTLE

The Fall 2006 issue of Conversations on Jesuit Education uses the 2004 National Endowment for the Arts report as its focal point. In the "From the Editor" column, editor, Raymond A. Schroth, S.J., discusses the drop in overall reading documented by the study. While Father Schroth mainly bemoans the drop in reading of literature among all demographics; as a reading specialist and teacher, I have an additional concern: The lack of reading experience that students bring to the classroom impacts their study reading.

When I explain the differences between high school study and college study to freshmen, I tell them that much of their learning will take place outside of the classroom. Instructors will assign students readings and expect that they will "learn" from these readings. In classroom meetings, this learning will be supplemented, connected to a larger picture, and corrected, but a good

deal of the learning must be done by the student. Many students visit me at the CTLE because they do not have the skills to participate in this environment. For lack of a better description, I would say they have missing skills, the skills necessary to construct meaning from text.

As a classroom instructor, I worry about reading assignments because a percentage of my students will not achieve the necessary learning from those readings to enable them to participate in my classroom. How do I assess the knowledge that students have gained from the assigned reading? Will I have time to assess students each time I assign reading and teach the content? All of us must deal with these questions because the students described in many national reports have reached our classrooms. As teachers, we must serve students with limited reading experience thrown into an environment where reading skills become a key element of learning.

DID YOU KNOW THAT?
Learning disabilities are real. A person can be of average or above-average intelligence, not have any major sensory problems (like blindness or hearing impairment), and yet struggle to keep up with people of the same age in learning and regular functioning.

(The National Center for Learning Disabilities)

FROM THE DESK OF AILEEN McHALE

Instructional Technology and Enrichment Specialist

Update on Instructional Technology Projects

The CTLE's technical resource staff and student technical consultants (TechCons) have been busy accommodating an increasing number of requests this semester for technical assistance from both faculty and students. For Fall 2006, the Center has four technically savvy students (TechCons) assisting faculty and students using technology in teaching and learning. Projects such as the development /maintenance of web pages, the development of online tutorials, assistance using Blackboard, scanning, digitizing audio and video clips, enhancing PowerPoint presentations and providing technical assistance on class projects are just a few examples of requests received.

Requests received from faculty vary in complexity. Some examples of projects that are currently under development this semester include: scanning of 35mm slides and incorporating them into PowerPoint as a result of a CTLE Teaching Enhancement Grant; the development of an Online Tutorial for Sociology; the development of an Academic Integrity Online Tutorial with major contributions from faculty that include audio and video presentations; ongoing one-on-one consultations using Blackboard; and classroom visits to introduce Blackboard to a new generation of students.

New course assignments have resulted in an increase in student requests for technical assistance. For example, a number of writing courses have assigned projects to their students that involve the use of technology in developing a "visual argument." The projects require students to make a short film with a message that presents arguments for and/or against chosen issue. The software tool used is Windows Movie Maker, which enables students to imbed audio and video, transitions, video effects, titles and credits to their film. Students can obtain technical assistance in one of three ways: 1) Visit the Online Tutorial at: www.scranton.edu/ctletutorials 2) Make an appointment to work with a student TechCon by calling Aileen McHale at 941-4365 or 3) Walk-in to the CTLE technical resource lab (STT589). Assistance is available for using Windows Movie Maker, recording audio and incorporating it into the project, importing video clips, and include transitions.

There have also been some projects involving the use of assistive technology for students with special needs. For example, three textbooks were scanned in PDF format for a student with a visual impairment. The student can now read the PDF files on the computer screen using a larger font size or have the computer read the files aloud using Kurzweil software.

The team of TechCons also contributes to the CTLE's instructional technology services through "professional development" projects. At the beginning of the semester, students select an instructional technology tool that is of interest to them and researches and presents it to the other team members and staff. Some of the topics that have been selected include: Gaming technology, concept maps, assistive technology such as Kurzweil and Inspiration, Cascading style sheets, AJAX, Fireworks, InDesign publishing software and Ilecture.

We are looking forward to a successful and productive year assisting faculty, staff, and students with their projects.

DID YOU KNOW THAT?

What do the following famous people have in common? Hans Christian Andersen, Alexander Graham Bell, Cher, Agatha Christie, Winston Churchill, Tom Cruise, Leonardo Da Vinci, Walt Disney, Thomas Edison, Albert Einstein, Gustave Flaubert, Whoopi Goldberg, Bruce Jenner, George Patton, Nelson Rockefeller, Richard Strauss, Lindsay Wagner, Woodrow Wilson, Henry Winkler, William B. Yeats.

They were all diagnosed with Dyslexia.

FROM THE DESK OF TOM LEONG

Math Specialist

Facing the Challenges of Freshman Mathematics

A couple of things college students learn in the first semester of their freshman year are that they have to figure out how to learn on their own and that skimming the surface of a subject will not suffice. These are major hurdles of transition students face when moving from high school to the university. This academic adjustment is particularly challenging in mathematics (two simple examples—college students will have to read their math textbook and learn concepts). As the Math Specialist, I hope to assist students face these challenges of mathematics.

The CTLE is taking a multi-pronged approach to assist students in achieving academic success, not only in mathematics, but in all subject areas. The Peer Tutoring Program has always been an integral part of the CTLE. Not only are weekly one-on-one or small group tutoring sessions available to all students, but also drop-in tutoring labs for Mathematics, Biology and Chemistry among others, are available for quick assistance. Another resource for academic support is the Supplemental Workshop.

Supplemental Workshops are a form of academic support where a senior student, known as the Instructional Assistant (IA), leads a regularly-scheduled group study session for a specific course which traditionally is known to be difficult. Currently Workshops are offered alongside all Math 106 and 107 courses, two freshman courses with large enrollments. The IA is an experienced tutor who has already taken the course, did exceptionally well in it and comes recommended by a professor. Furthermore, the IAs attend every lecture again throughout the semester. Because of this experience, the IAs know what is takes to be successful in the course. They assist the students in knowing what material to focus on, how to study and how to interpret the instructor's expectations.

The Workshops are not only student-led but also student-driven. They provide a relaxed environment where students can get together with their classmates, compare notes, discuss important concepts and test themselves before their instructor does. Attending the sessions allows students to ask questions, practice additional problems and receive immediate feedback in a supportive learning environment. The Workshop is not a repeat of the class lecture nor is it a way to make up notes missed in class; it is meant to supplement the class lecture and recitations. A goal of the Workshops is to involve students with the material as well as introducing good study habits and learning strategies. Some activities in the Workshop include taking mock quizzes, creating review sheets or collaboratively working on problems at their seats or on the board. We encourage students to see the Workshop as structured, guaranteed study time and not a cram session the night before an exam.

As with our Peer Tutoring Program, we hope to not only improve academic performance, but also hope that students develop learning and critical thinking skills and increase comprehension and retention—skills to prepare them for any class.

WHAT IS A LEARNING DISABILITY?

A learning disability (LD) is a neurological disorder that affects the brain's ability to receive, process, store and respond to information. The term learning disability is used to describe the seeming unexplained difficulty a person of at least average intelligence has in acquiring basic academic skills. These skills are essential for success at school and work, and for coping with life in general. LD is not a single disorder. It is a term that refers to a group of disorders.

Learning disabilities can affect a person's ability in the areas of: Listening, Speaking, Reading, Writing, Mathematics.

A learning disability is not a disease, so there is no cure, but there are ways to overcome the challenges it poses through identification and accommodation.

The National Center for Learning Disabilities

FROM THE DESK OF MARY BURKHART
Writing Center Coordinator

What's new at the Writing Center?

Each year we try to improve our services, and this semester is no exception. We have acquired three Dell desktop upgrades loaded with Windows XP that students returning to the Writing Center will appreciate. In addition to these welcome upgrades and thanks to the Verizon grant received earlier this year, we have purchased equipment and software. We now have a basic light weight, portable word processor from AlphaSmart that allows users to manage files, vary font size, and upload to a computer. We also have a brand new Dell desktop loaded with two software programs that should prove useful for students. One program, Kurzweil 3000, takes advantage of an auditory modality allowing students to hear what they are thinking and writing. The other program, Inspiration, uses a visual modality that allows students to graphically see the organization of their thinking and writing.

In addition to new hardware and software, we have also expanded our in-center student workshops. This semester our writing consultants are developing many hands-on workshops; hopefully, you will encourage your students to attend one or more of them. They can register for them online at http://www.scranton.edu/ctle.

Finally, I can report that once again the English Department will provide us with the valuable adjunct faculty support on which we have come to rely. In addition, five experienced peer consultants return to us along with two new consultants eager to begin working with your students. Their majors include English, Communication, History, Philosophy, Environmental Science, Neuroscience, Pre-Med, Pre-Law, Secondary Education, and Counseling. Having so many majors represented in the Writing Center allows the Writing Center to reflect the university's writing community. Because the questions asked by historians differ from the questions asked by neuroscientists, and because students must begin to learn the domain-specific skills relevant to their majors, the Writing Center provides a space where students can negotiate their place within the academy. Therefore, the Writing Center is not just for "start-up" writers working on basic skills but also for mature writers who want to continue to develop and refine those domain-specific skills relevant to their majors.

The 2006-07 academic year promises to be a challenging and rewarding one for the Writing Center and the CTLE, and we're looking forward to assisting students acquire and sharpen the skills needed for success.

DID YOU KNOW THAT?

- 765 students have asked for peer tutors during the first third of the Fall Semester 2006
- Mathematics, Biology, and Chemistry top the list in requests for peer tutors
- 411 students are enrolled in supplemental workshops for Math courses
- 144 Math students have requested additional tutoring services
- The Math Specialist offered Review Workshops for Math classes. 75 students attended
- So far the Math Specialist has given personal assistance to 116 students
- Our tutors receive intensive training in effective tutoring
- The CTLE has a Math Specialist to serve the largest area of need for tutors
- The CTLE provides all accommodations for students with special needs
- Students must register with the CTLE to receive accommodations

TEACHING ENHANCEMENT GRANTS 2006-2007

The Center for Teaching & Learning Excellence (CTLE) is pleased to announce that grants of up to $1,500 are available to full-time faculty interested in enhancing their teaching skills. The grants can be used for a variety of pedagogical purposes. Teaching materials/equipment purchased with grant funding reside in the faculty member's department.

Proposals should not exceed 2 pages and must include the following information:

- Clear purpose of the grant;
- Positive impact that the grant will have on teaching (address specific pedagogy and exact courses affected);
- Positive impact that the grant will have on precise student learning outcomes;
- Please submit a course syllabus if designing or redesigning a course;
- An explicit and realistic timeline normally running no later than December 31, 2007;
- A specific budget (please submit appropriate documentation if attending a conference or purchasing materials; applications without budget documentation to substantiate expenses cannot be considered);
- Letter of support from Department Chair or Dean.

Proposals will be reviewed by a faculty subcommittee of the CTLE Advisory Group. All applicants will be notified in late December 2006. Successful applicants will be asked to do a workshop for the CTLE in the future.

Please submit your application via campus mail to:

Charles J. Kratz, Dean of the Library & Information Fluency
Ext. 4008
kratzc1@scranton.edu

Application Deadline:
Wednesday, November 1, 2006

DEVELOPMENT STIPENDS FOR WEB-BASED COURSES 2006-2007

The Center for Teaching & Learning Excellence (CTLE) is pleased to announce that stipends of $3,000 are available for full-time faculty interested in obtaining funding to assist with the initial development of a 3-credit web-based course created in the Blackboard Course Management System. Priority will be given to proposals that incorporate multimedia resources. Faculty must have the course online by summer 2007 or fall 2007. Faculty will receive payment after the course is online and the course syllabus has been submitted to the Dean of the Library & Information Fluency.

Proposals should not exceed 2 pages and must include the following information:

- Intended audience for the online course;
- Statement about why the course should be online and the benefits for it being web-based (100 words or less);
- Course description;
- Student learning outcomes and assessment;
- Pedagogical approach for the use of technology in the course;
- Plan for use of multimedia materials (e.g., audio, video, streaming materials);
- Sample syllabus for online course including learning objects that will incorporate Blackboard features (e.g., chat, discussion board);

FROM THE DESK OF EUGENIU GRIGORESCU

Instructional Course Designer, CTLE

The last few months have been a busy time, with many projects competing for my attention. Among them, a new initiative by the Kania School of Management to offer an MBA program online. As a result of the new online program, I have had the pleasure of working with many faculty members from the School of Management and assisting them in reconfiguring their courses for online delivery.

Several group meetings have laid the foundation for a Blackboard template course to be the starting point for each faculty member. The features of the template allow for courses to be developed with a familiar, Scranton-oriented look and feel, but also permit modifications and variations to suit individual faculty style and preference. The initial meeting with each faculty member centered on discussing the curriculum, syllabus, and student assessment. An online course requires thorough preparation, so having the initial discussion to set a course of action is highly desirable. Courses taught in a traditional 3-hour, face-to-face format had to be transformed for an online delivery medium that favors written discussions, lectures that are in an interesting and varied format, and assessments that are both formative and summative.

To compensate for the lack of face-to-face interaction, the lectures have been devised to incorporate audio and video alongside PowerPoint slides. To accommodate the online medium, the lectures have been broken into modules of about 15 minutes. As a result, a 3-hour lecture may appear as several modules, although the same material is covered. Other appealing approaches have been employed to showcase worksheet manipulations, software use, etc.

Work on the MBA online courses – begun during the summer months – continues at an accelerated pace this semester.

STIPENDS FOR WEB-BASED COURSES *cont'd*

- Commitment to develop the course in collaboration with the CTLE Instructional Curriculum Designer and the Library Faculty Liaison to your Academic Department;
- A specific timeline for the course development, including start and completion date;
- Specific resources needed for the course development;
- Letter of Support from Department Chair or Dean.

Proposals will be reviewed by a faculty subcommittee of the CTLE Advisory Group. All applicants will be notified in December 2006. Faculty will have the spring and summer semesters to develop the online course(s). Faculty will be asked to share their experiences and their courses with their colleagues at a CTLE workshop. Please note that stipends are subject to taxes.

Submit applications via campus mail to:

Charles E. Kratz, Dean of the Library & Information Fluency
570.941.4008
kratzc1@scranton.edu

Application Deadline:
Wednesday, November 1, 2006

(Continued from page 2)
WHAT'S IN IT FOR ME *cont'd*

Giving students guidance on how to provide constructive and meaningful feedback on their peer's work can help students progress in their understanding of disciplinary thinking and in their ability to recognize and evaluate multiple perspectives on issues. Finally, learning-centered teaching practices often have at least some assessment of student work based on group projects. While there can sometimes be difficulties associated with group work dynamics, the learning benefits to students and the timesaving for instructors often offset these challenges.

Lastly, the stance we adopt in learning-centered modes of teaching, that of thinking of teaching and learning as process not performance, can change our view and use of student evaluations. Rather than reading the comments as praise or censure of our teaching performance, we approach them with this question in mind, "What does this comment say about how students learn?" This perspective lessens the emotional toll these comments can exact and allows us to translate them into more meaningful information on which to base future changes.

For example, anyone who teaches in a quantitative subject will have received a comment like the following on a course evaluation: "Problems on exams were nothing like the assignments/examples in class." When I first received this comment I found myself getting angry because I knew that I had given students examples of problems similar to those on the exam. Over time I learned about the complex differences between how novices and experts approach problem solving. Novices have naive beliefs about how problems should be solved, and they struggle with the challenge of transfer: taking knowledge learned in one context and applying it to another context, even one that we would consider quite similar.

Learning-centered teaching helps us address this issue in two ways: by gathering information from students along the way that alerts us to a particular challenge, and by designing appropriate class activities to address it. In this case, for example, I give students practice in specifically recognizing the same concept in different forms by having them work through specially designed problems in groups. Having students annotate problems, explaining their reasoning, or talk through the problem-solving process with a partner also broadens their contextual references for problems, and promotes their ability to think about their thinking and decreases the occurrence of this comment on evaluations.

Conclusion

The personal and professional rewards that we as faculty members experience in our day-to-day lives can seem too few given the efforts required in our work. Learning-centered teaching is a way to move beyond the familiar or traditional to lessen the stress associated with teaching and find rich new meaning in our professional practice.

Thinking of our classes as opportunities for joint discovery with our students, sharing both the responsibilities and joys of teaching and learning, increases the rewards for all of us.

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Learning portfolios, at their best, are dynamic in nature and are allowed to evolve continuously. This quality makes them a valuable tool for assessment in that they will give the instructor and student a snapshot of what learning has been achieved at any given moment.

How do you design and implement learning portfolios in your courses?

Typically, instructors begin by looking at the learning outcomes for a course or unit. They then determine which outcomes are particularly suitable for assessment through a learning portfolio and design the content of the portfolio. To make this a successful project, instructors need to clearly communicate to their students the purpose of the learning portfolio and how they will assess it. In doing so, they need to provide very clear directives and well-designed rubrics to show students their assessment criteria.

How do you assess learning portfolios?

You will assess the work contained in a learning portfolio the same way you always assess student work, but you will also be able to see and assess the learning taking place. The added value to using learning portfolios is that they support our efforts in maintaining academic integrity among our students. It is really impossible to cheat in a learning portfolio by copying someone else's thoughts, since students must always document how such a thought was conceived and developed. Since students need to show how they arrived at the final product, any loopholes will be very obvious to the instructor. Developing good rubrics for the portfolio before students begin working on them, will make the marking of a learning portfolio relatively easy when the time comes to assess it.

Who will benefit from learning portfolios?

The short answer to that question is—everyone! Students will benefit because they can document their learning for themselves and for assessment. Students will know what they are learning and how they are learning it. In courses where portfolios are used, students do not have to ask anymore how they are doing. Instructors will benefit in three ways. First of all, they will have an important indicator of student learning for assessment. They will see to what extent the learning outcomes of a course are being achieved. Finally, instructors will find affirmation for their teaching because they will have tangible evidence of the intellectual growth of their students. Everybody wins!

Where can you find assistance with learning portfolios?

You can get started by attending one of our workshops on portfolio assessment. The monograph by Zubizarreta not only explains the philosophy behind portfolio assessment but also gives numerous examples. In addition, you could make an appointment for a one-on-one consultation at the CTLE. We are eager to assist you with your teaching projects. For more information on this topic, please get in touch with the author.

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Did you know that?

Native English speakers can take advantage of their intuitive linguistic ability to detect sentence fragments. They can do this by constructing "tag questions" and "yes no questions."

Example: Marco Polo explored China

> Marco Pole explored China, didn't he?
> Did Marco Polo explore China?

If these two questions sound right, then the series of words is a sentence.

Example: When Marco Polo explored China

> When Marco Polo explored China, didn't he?
> Did when Marco Polo explore China?

To a native-speaker these sentences will sound incorrect.

In order for the series of words to qualify as a genuine sentence, both questions must sound correct.

Provided by James Muniz, Reading Specialist, Center for Teaching and Learning Excellence.

Adapted from Grammar and the Teaching of Writing Limits and Possibilities by Rei R. Noguchi

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 Advancement Workshops — We provide workshops and training sessions in the following areas: Faculty Advancement and Blackboard Instruction.

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.

Online 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. Our Math Specialist specifically addresses the needs of Math students

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

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

WHAT IS UNIVERSAL DESIGN IN LEARNING?

In terms of curriculum, universal design implies a design of instructional materials and activities that allows learning goals to be attainable by individuals with wide differences in their abilities to see, hear, speak, move, read, write, understand English, attend, organize, engage, and remember. Such a flexible, yet challenging, curriculum gives teachers the ability to provide each student access to the subject area without having to adapt the curriculum repeatedly to meet special needs. The curriculum will provide multiple means of representation to address different learning chanels. The curriculum will provide multiple means of expression to allow students to respond with their preferred means of control. The curriculum will provide multiple means of engagement for students.

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;

•   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

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 - Management / Marketing

Professor Rebecca Dalgin - Counseling and Human Services

Professor Katie Duke - Library

Dr. Marian Farrell - Nursing

Dr. Toni Glover - English

Dean Charles Kratz - Library (Ex Officio)

Professor Mary Elizabeth Moylan - Library (Faculty Liaison to the CTLE)

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