



Volume 3, Issue 1 — Fall 2007

# Reflections

on Teaching and Learning

CENTER FOR TEACHING AND LEARNING EXCELLENCE

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## NO ORDINARY SYLLABUS

Roxanne Cullen (Ferris State University)

A syllabus is more than an outline of a course. It represents the teacher's mindset, philosophy of learning, attitude toward students, and conceptualization of the course. I revised my syllabus for my introductory composition course in an attempt to create a more learner-centered academic experience. Composition pedagogy has espoused learner-centered practices for over two decades, advocating clear outcomes and assessment, constant feedback to students, creating a community of writers, and empowering students through writing. While these elements have been the core of my teaching, my course syllabus did not necessarily make them explicit or clearly articulate the function of these elements to the students.

Grunert (1997) provides conceptual as well as practical advice on the creation of a learning-centered syllabus, including guidelines

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## IGGY AT THE CTLE

Iggy is smart. He sure knows where to find the Center for Teaching and Learning Excellence

*Photo courtesy of Matthew Prudente*

## 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 DESK OF THE EDITOR

It is hard to believe that the fall semester is almost over. We hope that you have had a restful summer and are enjoying a fruitful academic year.

We have had a very busy summer and fall semester at the CTLE because we have offered numerous workshop sessions on our new course manage-

ment system called ANGEL. As you know, ANGEL was chosen to replace Blackboard by a University-wide committee. ANGEL is already available, and we are switching over to this system completely by the summer of 2008.

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### **NO ORDINARY SYLLABUS** *cont'd*

for developing a rationale for a course, defining learning outcomes, determining the student's involvement and developing outside resources. The general organizing principle is for the teacher to consider in what way the syllabus can be useful to the student, can serve as a tool for learning and reference. My goal was to make my syllabus more than the standard contract between my students and me. I wanted it to become a tool for learning.

#### **Shaping the Tool**

In revising my standard syllabus to make it more learner-centered, I considered three major areas:

1. Community,
2. Power & Control, and
3. Evaluation and Assessment

I tried to emphasize the sense of community building by including more rationale for both assignments and policies and procedures and building in more collaborative projects. I also tried to put more emphasis on my availability to students as a resource, and I made an effort throughout to disclose information about myself, mostly in regard to my experience as a composition teacher and as a writer.

Probably the biggest change that I made was in the area of power and control. Instead of establishing an attendance policy, I said attendance would be negotiated by the class, and that policies regarding class participation and late work would also be negotiated. Because the course is populated by first-semester freshman and knowing the propensity of freshmen to underestimate the challenge of college-level work, I was reluctant to share much more power than that. I also incorporated much more information regarding what we know about the composing process and the teaching of writing in order to de-emphasize the policies and procedures.

I wanted the document to be weighted toward learning, not rules.

### **Assessment Versus Evaluation**

Assessment and Evaluation have always been primary features of my syllabus, but this time I explained the difference between assessment as ongoing formative feedback that goes both ways, student to teacher and teacher to student, and evaluation, the measures I use to determine if students have met the learning outcomes. I also indicated on the syllabus that I would be asking someone from our Faculty Center to come to the class to perform a Small Group Instructional Diagnosis sometime before midterm and explained why. A new feature that I incorporated was a progress log. On this log I ask them to review each project upon completion and to identify the learning outcomes that were addressed during the production of the project. Second, I ask them to record the areas of improvement that they needed to consider before their next project.

My syllabus became the central document for the course. It grew from a two-page standard syllabus to a ten page document that became a resource tool. In an effort to make the syllabus a working part of the course, and to do less talking and have the student do more discovering, I designed the first essay assignment around an analysis of the syllabus, asking the students to consider such elements as their expectations of the class, what they thought my expectations were, what they thought they knew about me and what their roles and responsibilities included. On the first day of class, I handed out the syllabus. I pointed out the required text, but that was all. I told them to read the document carefully and then made the first essay assignment. I suggested that they compare this syllabus to others they collected that first week of classes in order to gain some perspective. I was actually eager to read the essays. In some respects, I felt that my work was being evaluated by them, which provided an interesting twist on power and control.

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### **FROM THE DESK OF THE EDITOR** *cont'd*

We hope that you will find this issue of the Newsletter useful and interesting. We have included a number of articles by various experts dealing with important topics.

Thus, we continue to discuss the importance of the course syllabus to enhance the learning of our students. We have provided an article on the ADP program, a dis-

cussion on Scholarly Research and the Academic Integrity Tutorial, as well as all kinds of news and items of interest from the CTLE.

I would like to thank my colleagues, James Muniz and Eugeniu Grigorescu, for their dedicated work on the editorial team.

We wish you all best Wishes of the Season!

André Oberlé

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## **NO ORDINARY SYLLABUS** *cont'd*

### **Student Power/Student Voice**

The students' essays proved to be an important feedback mechanism. With no prompting from me, they picked up on the specific areas that I was targeting, even using language that reflected my goals. For example, in regard to community, students made such insight as, "Dr. Cullen began the syllabus by making herself available as a resource by giving her office hours, phone number and email address. This tells me that the teacher is willing to help her students achieve success." And "There's lots of help available both at the Writing Center, WebCT, the professor, and the librarians, but it's up to us to get it. No one will do it for us." Yet another wrote, "Dr. Cullen gave us rationale for everything. No one has ever done that before. Most teachers never give students an answer for why we are learning certain material but this syllabus provided that." I was pleasantly surprised by the phrase "making herself available as a resource" since that was precisely my aim, and the comment regarding the inclusion of rationale was also very encouraging.

The changes I made in the area of power and control elicited the most comment overall. Some of their observations included comments like, "The atmosphere of this class will be determined by the students. We will make up the attendance policy and decide how late work will be handled. This is where the students need to think about what is best for themselves." And "The fact that we have say in the late policy and attendance reflects the great amount of confidence Dr. Cullen has in all of her students. If we follow her lead, everyone in the class will see an improvement in all aspects of their writing and learning." Another student wrote "Letting the class determine these two key elements of the syllabus lets me know that Dr. Cullen has instilled trust in the students to make their own fair policies. I like the fact that we are being treated as adults and expected to make decisions. I think that the fact we have more freedom will actually make us cooperate with each other better."

### **Mistakes As Virtues**

They also commented on the role of revision and making mistakes: "This is the first class where students are able to negotiate policies, improve unsatisfactory work and are actually expected and encouraged to make mistakes." Another student wrote, "After reading the syllabus I realized that my professor wasn't just concerned with the class writing perfect papers. She was concerned about each and every student learning all of the skills and techniques to improve a paper, perfect or not."

I was very encouraged by their analyses. Without any prompting, they made comments on the role of community, the importance of shared power and control, their expectations regarding learning, and the importance of providing rationale. Several students commented on the length of the syllabus, that the very length showed that I had worked hard and put considerable time into thinking about the class and their learning. In short, the length of the syllabus showed I cared. Bain's *What the Best College Teachers Do* speaks of the best teachers trusting in their students. While I had already believed, as research has shown, that motivation and self confidence are jeopardized by the lack of control and that the more teachers control the more resistant students are to learning, reading my students' analyses of my syllabus made me a true believer. After reading their essays I felt an even stronger responsibility to them than I have had with previous classes. Their stated expectations and the promises that I have made regarding my role in their learning created a special bond between us.

My revised syllabus and the students' analyses of it have set a tone for the semester. I have focused more thought and time on the syllabus than I have for any previous class and it has served as a catalyst for discussion, for setting goals, and for discussing writing. It has focused our attention on learning and made every aspect of the course intentional. It has become much more than the standard contract between me and my students. It has become a resource that we will return to throughout the semester. In the words of one of my students, "This was no ordinary syllabus."

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## THE UNIVERSITY OF SCRANTON'S ACADEMIC DEVELOPMENT PROGRAM

**James Muniz**, CTLE, Director of the Academic Development Program

Each fall semester approximately 90 students gain admittance to the University of Scranton as members of the Academic Development Program (ADP). These students have been selected for the ADP because they have demonstrated verbal skill weaknesses. However, an additional evaluation has been made that they are capable of doing college work.

They demonstrate their verbal skill weaknesses in various ways and to various degrees. They may have trouble distinguishing between detail and main idea when they read. They may have difficulty writing in a clear way that allows their readers to discern the message they try to communicate. These students may find the amount of time available to them overwhelming. They may have problems using their time productively because they just have so much of it. They may fail to develop plans for using this time productively. They may not have a well developed idea of how to study and learn content. Many come from environments where they were told what to study, so deciding the importance of material becomes problematic. In the past, rather than learn, they may have memorized material for deposit on an answer sheet. The description of these students may not sound different from many students that instructors meet in their classroom. In fact, these students fit the description of many freshmen students. The ADP students, however, do have the benefit of participating in a program that provides the opportunity to develop skills that will allow them to become successful members of our academic community.

Obviously in order to develop successful "academic habits," ADP students must be exposed to and practice many skills and strategies. The instructors in the program want to avoid a situation where students view each skill or strategy in isolation rather than as an "arsenal" of behaviors and reactions that will allow them a chance at success. The entire process needs a context or a rationale that students can understand.

In the ADP program, Self-Regulated Learning provides that context. Wachen, Brothen, and Dikel (2000) consider self-regulation critical because it develops independence, maturity, and self-direction. They argue for teaching self-regulation along with the content in a demanding and responsive environment. Dembo (2004) refers to this as Academic Self-Management. The major components of academic self-management include:

motivation, methods of learning, use of time, physical environment, social environment, and performance (Dembo, 2004). The skills and strategies that students experience in the ADP relate to self-management of these areas.

Students must first deal with the fact that they are responsible for their own motivation in college. No one will hang "starred" papers on the refrigerator any more. Motivation is their responsibility. The major part of this discussion centers on goal setting for motivation. Students hear a great deal about short term goals, specific and measurable short term goals. Students deal with the possibility of the motivating power of setting a short term goal of reading twenty pages of biology from 10:00 a.m. until 11:00 a.m. This discussion leads to the value of good time management.

Freshmen hear of the value of time management from many sources; however, it becomes part of the overall context of academic self-management in the ADP. Students at first believe time management means knowing when your tests are scheduled and studying the night before. In the ADP, instructors encourage students to identify available time for study, to keep track of all assignments including readings, and to set short term goals every day that will motivate them to accomplish their work (Van Blerkom, 2003). When students identify their tasks and the scope of what must be accomplished

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Iggy with the ADP Director Jim Muniz

*Photo courtesy of Matthew Prudente*

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### **ACADEMIC DEVELOPMENT PROGRAM** *cont'd*

in order to be successful, they begin to look for "tools" to aid in the task. We can now discuss methods of learning, the actual strategies and skills that students need to deal with the tasks necessary to "conquer the content."

Methods of learning become the arsenal that students use to acquire information. Zimmerman & Martinez-Pons (1988), report that higher achieving students use more strategies than lower achieving students. Hopefully, motivated students with a good grasp of both the tasks they must achieve and the time available to them will see the need for good efficient strategies. Next, students must realize that efforts necessary to self-manage should not be defeated by the environment that surrounds them.

The efforts necessary to get to the point where students realize what their tasks are and how they must structure their approach to these tasks necessitates an examination of both physical and social environments for students who become serious about their studies. Serious students will question where they study and whether or not to seek help in appropriate ways. Managing these five components leads to a new pride and concern for performance.

Performance follows the lead of the prior five components of academic self-management. Taking control and planning to meet the needs of successful academic self-management can improve performance. Setting goals for an essay or test result, finding the time to properly respond to the tasks, selecting the proper strategy, and creating environments that make success more likely will have a great effect on performance. With this type of practice students improve their metacognitive awareness.

Students must use metacognitive awareness to evaluate the effectiveness of all strategies they choose to employ (Nist & Mealey, 1991). In order for academic self-management to become a useful and productive context for students, they must develop the skills necessary to evaluate their actions. They must care enough about their performance to change approaches when they realize that the approaches they chose might not be working. They also must have another strategy that they can turn to in order to improve. The ADP strives to provide the context and the skills to make academic self-management probable and possible for beginning students.

A happy ending for this saga would be to report that students leave the ADP fully prepared to take control of their learning. However, it would be more correct to say the students leave the ADP with the knowledge necessary to take control of their learning. One semester will not correct whatever obstacles exist to successful self-management. For most students, the acceptance of the responsibilities of self-management becomes a process. However, ADP students have enough knowledge to form the basis for success. Subsequent educational experiences may prompt some students to use the strategies of self-management. Other students, satisfied with their performance, may never reach the point where they use these strategies. As its goal, the ADP seeks to ensure that students have the knowledge and the context in which to use the knowledge to pursue academic success in an efficient manner.

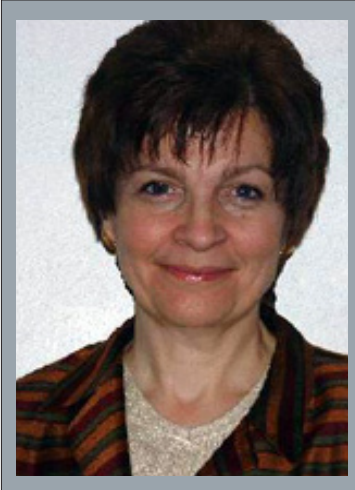
Students in the ADP do not differ significantly from other freshmen students. Hopefully, the context for academic success provided to them in the ADP allows them to maintain that similarity with successful University of Scranton students.

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## Faculty Liaisons to the Center for Teaching and Learning Excellence



**Dr. Marian Farrell**

**Dr. Marian Farrell** and **Dr. Anthony Ferzola** are the Faculty Liaisons to the Center for Teaching and Learning Excellence.

They serve as a bridge between the Center and the Faculty.

Dr. Farrell and Dr. Ferzola are important members of the Faculty Advisory Group to the CTLE. Currently, Dr. Ferzola is the Chair of this group, and Dr. Farrell was the previous Chair. The Liaisons conduct workshops on such topics as "Setting Course Objectives," and "Making developmental use of the Online Course Evaluations."

The Liaisons conduct teaching consultations at the request of faculty members. Please see their letter to the faculty below for more information.

This letter was distributed to all faculty members early in the fall term.



**Dr. Anthony Ferzola**

### A Letter from the Faculty Liaisons to the CTLE

*Dear Colleagues,*

*This academic year we are the Faculty Liaisons for the CTLE. One of the more personal services we offer is that of a 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. Marian Farrell may be contacted at [farrellm1@scranton.edu](mailto:farrellm1@scranton.edu) and Anthony Ferzola may be contacted at [apf303@scranton.edu](mailto:apf303@scranton.edu).*

*Respectfully yours,*

*Marian Farrell  
Anthony Ferzola*



## Scholarly Research and Academic Integrity Tutorial

Eugeniu Grigorescu, CTLE

The proliferation of the World Wide Web in education has brought academic integrity to the forefront. Although plagiarism is not a new phenomenon, the Internet has provided students with many more opportunities to borrow without attribution. Internet plagiarism or cyber-plagiarism describes the process students employ to copy materials from the Internet or to obtain papers to submit as their own. Universities are affected more and more by cyber-plagiarism and the students' inability to locate scholarly information in the Internet maze. The vast amount of information available is overwhelming and hard to navigate without any guidance.

One way to deter cyber-plagiarism is to check student papers against vast databases to identify what passages may have been copied without attribution. Another, more proactive approach illustrates and probes principles of academic integrity and scholarly research that will carry through not only in students' academic endeavors but in their post graduation careers as well.

This proactive approach has been employed by the Weinberg Memorial Library and the Center for Teaching and Learning Excellence (CTLE) who have jointly developed a tutorial on scholarly research and academic integrity. During the months of July, August and September, freshmen and transfer students have completed the tutorial in impressive numbers. Given that the tutorial was not a requirement, the high completion rate is encouraging and reflects a strong student interest in the subject.

Over 95% of the new students have finished the tutorial, which uses scenarios to introduce freshmen and transfer students to a pertinent discussion about research at the college level as well as principles of academic integrity. The tutorial, adapted, with permission, from Georgetown University, helps students to understand research skills and the importance of research ethics, mainly how to find and use scholarly articles and books, keep track of sources, credit sources, and work in groups and share materials ethically.

The success of the tutorial for undergraduate students sparked interest in developing a similar tutorial geared for graduate students. As with the undergraduate tutorial, the graduate tutorial will incorporate statements from faculty; in this case, only faculty who teach graduate courses. While the scenarios used in the undergraduate tutorial have been well received by the students, they need to be modified to appeal to a more mature student population. As such, the graduate tutorial will include case-study scenarios that graduate students are likely to encounter in their professional lives. The graduate tutorial is being developed this semester and will be ready for students for the Spring 2008 semester.

More information about the tutorial and ancillary materials can be found online at

[www.scranton.edu/academicintegrity](http://www.scranton.edu/academicintegrity).



## DID YOU KNOW THAT?

### Level of Services Provided by CTLE Continues to Increase

**The Center for Teaching and Learning Excellence continues to grow. More students and faculty members than ever are using our services. Here are some interesting statistics:**

- 1,067 Requests for tutors were received by the Center during the Fall Semester 2007
- 144 Tutors worked for the CTLE during the Fall Semester 2007
- 256 Tests and examinations were administered in the CTLE for people with special needs as of 11/30/07
- 100-120 Requests for final examinations requiring accommodations are anticipated during Finals Week
- Attendance at faculty workshops last year was 340
- 150 Students with special needs are registered with the Center

## JUST A REMINDER!

Please remember that the University of Scranton is switching from Blackboard to the ANGEL course management system. You **must** switch to ANGEL by the end of May 2008.

The Center for Teaching and Learning Excellence will give workshops on the use of ANGEL during Inter-session 2008, Spring Semester 2008 and during the summer.

**Don't be caught unprepared!**



## CTLE Workshops for ANGEL Inter-session 2008

Here is the schedule of workshops to be presented by the CTLE staff during Inter-session 2008. The descriptions follow.

The information presented is accurate at the time of publication. Please consult our website at [www.scranton.edu/ctle](http://www.scranton.edu/ctle) to verify the schedule and register for the sessions. **Registration is necessary for all sessions.**

Wednesday, January 9, 2008; 10:00-12:00	ANGEL Basics and Course Design
Thursday, January 10, 2008; 9:00-12:00	Blackboard to ANGEL Conversion *
Tuesday, January 15, 2008; 1:00-3:00	ANGEL Basics and Course Design
Wednesday, January 16, 2008; 10:30-12:00	ANGEL Gradebook *
Friday, January 18, 2008; 9:00-12:00	Blackboard to ANGEL Conversion *
Monday, January 21, 2008; 10:30-12:00	ANGEL Discussion Forums *
Wednesday, January 23, 2008; 10:00-12:00	ANGEL Assessments and Assignments *
Friday, January 25, 2008; 9:00-12:00	Blackboard to ANGEL Conversion *

Please consult our spring Newsletter and our website for additional workshops during Spring Semester and the summer.

### ANGEL Basics and Course Design

This workshop will cover the basic modules of ANGEL as well as the University's policies and procedures for using this system. You will learn how to get started using ANGEL, design the structure of your course, place your syllabus online and upload your course materials.

### Hands-on: Blackboard to ANGEL Conversion; Getting Started with ANGEL\*

This hands-on workshop is intended for faculty who want to convert their Bb courses to ANGEL or for those who want assistance setting up their ANGEL courses. Staff and technical students will be there to assist. Faculty can attend this workshop anytime during the posted hours.

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## **ANGEL Workshops cont'd**

### **Assessments and Assignments\***

Assessments can be used to help build engaging online learning environments, reinforce lessons, and evaluate student work. This workshop will cover how to create Assessments (tests, quizzes and exams) and Assignments (paper submissions) within ANGEL. You will learn how to create/edit an assessment, create question sets and pools, add question types from within ANGEL as well as from other sources, and how to regrade a question. You will also learn how to create a drop box, where students can electronically submit their assignments for review and grading, and how to link assignments to the Gradebook.

### **Discussion Forums\***

The ANGEL discussion forum has many rich features that take advantage of online communication's ability to enrich teaching and learning. Discussion Forums provide you with the ability to create interactive, peer-to-peer collaborative learning communities. You'll learn how to: create discussion board forums that stimulate effective discussion; moderate discussion boards; grade and print posts; perform advanced searches and sorts of discussion forums; create teams and setup multiple team permissions.

### **Gradebook\***

The Gradebook interface in ANGEL allows you to track and display grades for ANGEL content items (quizzes, drop boxes, discussion forums, SCORM assessments, and surveys) and for assignments handed-in outside of the ANGEL environment. In this workshop, you will learn how to view grades; enter grades and comments; configure gradebook preferences and import/export grades; manually create and edit gradebook categories, assignments, macros, and grading scale; and weigh categories to compute an overall grade for each student.

**\*Prerequisite: ANGEL Basics & Course Design**



## **CTLE DIRECTOR'S REPORT**

**André Oberlé, Ph.D., Director, CTLE**

This has been a particularly busy summer and fall for the Center. In the spring, a university-wide committee recommended that the University switch from Blackboard to ANGEL for our course management system. To make the transition easier, the decision was made to run Blackboard for another year while ANGEL was being introduced. Our department has been very busy not only with giving workshops on ANGEL but also dealing with an unavoidable upgrade in Blackboard. The use of ANGEL has grown at a much faster rate than anticipated. As of today, 412 courses have been created in Angel. 185 instructors are using it. The total number of users on the system is in excess of 4,000.

590) and all the public computers in the Center, software that will enable students to become better readers and writers. These software packages are **Kurzweil** (a leading reading, writing, and learning software for students with special needs. It allows students to independently explore text in a number of ways) and **Inspiration** (a brainstorming and concept mapping tool for visual thinking and learning. It can be used in all subjects for brainstorming, planning and organizing). This is a significant step in our commitment to provide an inclusive learning environment for students at all skill levels.

At the beginning of summer, the Center received funding to install important software in the computer lab (STT

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## **DIRECTOR'S REPORT** *cont'd*

We overhauled all of its brochures and wrote additional ones. At this time, every special area has a brochure to explain our services. This year, with the assistance of student admissions, we sent a letter to all freshmen inviting them to make use of our services. Along with this letter, we sent all brochures pertinent to students.

For the fall semester Tutoring Services received 1,067 requests for tutors (up 150 from the same time last year!).

154 math students are attending Supplemental Instruction (SI) in math classes at the 100 level. In addition to SI, math students also have the benefit of drop-in labs and review workshops.

The Writing Center has given over 350 writing consultations (up significantly from the same time last year).

Of the 150 students who have identified themselves as "Students with Disabilities," some 85 have signed agreement forms and receive accommodations.

Jim Muniz, our Reading Specialist, has given reading tests to 435 students, and he and Mary Ellen Pichiarello, the Learning Enrichment Specialist, have given presentations on student success in 16 freshmen classes.

While the increases in the number of students we serve are partially due to the fact that we took in a record number of freshmen this year, they are, no doubt, also due to our aggressive promotion strategies with parents and students.

Our Newsletter is enjoying a wide circulation and we are receiving favorable comments both from colleagues within and from colleagues at other institutions about the high quality of our Newsletter. We are continuing to feature articles on teaching issues as well as news about our activities at the Center. This format seems to be to the liking of many readers.

The following Teaching Advancement events are planned for this year:

1. Show-and-Tell from recipients of Teaching Enhancement Grants and Web-based Stipends
2. Active Learning
3. Invisible Disabilities
4. Academic Integrity
5. Strategies for Successful Reading
6. Formative Assessment
7. Students With Special Needs

The University's collaboration with the University of Hong Kong calls for extending our faculty services to the faculty in Hong Kong. In order to provide the University community and the faculty in Hong Kong with access to realistic recordings of Faculty Advancement Series presentations, the Center for Teaching and Learning Excellence has acquired new equipment to support video streaming. The value of this equipment is approximately \$5,000.

A new camcorder and video hard drive were purchased in order to record simultaneously the presenter and the computer monitor images (such as a PowerPoint presentations). Wireless microphones and a sound mixer were also part of the acquisition so that the presenter's voice and audience questions could be captured professionally.

To turn all the recordings into a polished, faithful representation of the original session, software was also purchased to combine several audio/video inputs of the presentation and create a picture-in-picture display as streaming video for viewing over the Internet.

The library and the CTLE collaborated on producing the highly successful Tutorial on Academic Integrity. Currently we are working together on a tutorial for graduate students.

We have mounted several other tutorials on our website that range in content from instructions for students on how to access ANGEL, to issues in academic writing, to tutoring and effective learning strategies. This is an ongoing process. We are in the process of producing more modules on other teaching and learning issues on a continuing basis.

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Technical Consultant Matthew Pfahl with Iggy

*Photo courtesy of Matthew Prudente*

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## **DIRECTOR'S REPORT** *cont'd*

We continue to make every effort to spread the word on the services we offer. Obviously, those efforts have been successful.

I would like to take this opportunity to thank the staff of the Center for their devoted work and dedication to the mission of the Center and the countless extra hours everyone has given. Without these dedicated individuals working as a supportive team, none of these things could be accomplished. I am proud to be a member of this special team.

## **UPDATE FROM THE WEINBERG MEMORIAL LIBRARY**

**Bonnie Strohl**, Weinberg Memorial Library

Three of the things that users of Library resources have found difficult in the past are becoming easier:

The My.Scranton login is now the login for remote access to databases; on the My.Scranton page, there is a Library tab that immediately displays users account information (books charged out, any fees owed, holds the user may have on books that are charged out to other users); search boxes for locating books and journals; and links to the most frequently used pages, the A-Z list of databases, Ask-a-Librarian, the Library's Homepage, My Account, Electronic Reserves and PALCI E-Z Borrow. Library hours are displayed. There are also links to Library news.

The second enhancement is that the Library is working to develop tools to lead users from one resource to another. WebBridge, a feature of the Library's catalog of books, journals and media, is becoming Pathfinder Pro. The database ProQuest is active in this feature. The "Path" takes users from a source they found to additional sources, passing search terms through a filter to retrieve similar information. Another product, Research Pro, is in development. Research Pro will enable users to search several databases at the same time.



After completing research, users often struggle with citing resources appropriately and correctly. RefWorks is a new software program to help. The link for RefWorks is in the bar at the top of the A-Z list of databases. Users register in RefWorks the first time it is used. In RefWorks users can manage citations, exporting them from databases and RSS feeds or entering citations directly into folders. "Write-n-Cite" helps citing from the body of a paper. There are online tutorials to coach users through the use of RefWorks. "RefWorks User Quick Start Guide" pamphlets are available in the CTLE Writing Lab and in the Library.



## **Did You Know That?**

### **Compatibility Issues - Microsoft Office 2003 and 2007 File Formats**

With the release of Microsoft Office 2007, Microsoft introduced a new XML-based file format that applies to Word 2007 (.docx), Excel 2007 (.xlsx), and PowerPoint 2007 (.pptx). It is important to understand how to work with the new file formats in previous versions of Microsoft Office. You can open and edit Office 2007 files in earlier versions of Word, Excel, or PowerPoint by downloading and installing the Compatibility Pack for

the 2007 Office System. You will be asked whether you want to install this pack when you try to open an Office 2007 file with one of the previous versions of Microsoft Office. Simply click "yes" and the Compatibility Pack will be installed. For the compatibility pack to work, you must be using one of the following versions of Office: Microsoft Office 2000 Service Pack 3, Microsoft Office XP Service Pack 3, or Microsoft Office 2003 Service Pack 1.



## Staff Notes



### FROM THE DESKS OF

#### MARY ELLEN PICHIARELLO

Learning Enrichment Specialist, CTLE

#### and JAMES MUNIZ

Reading Specialist, CTLE

### Students With Special Needs - Just The Facts

One important decision that many young people face is whether or not to disclose their disability. The decision to disclose a disability belongs solely to the person with the disability. Disability disclosure is a very personal choice and should definitely be an informed choice. If a student has a disability, there are no requirements that s/he disclose the disability to anyone at any time, but in order to receive accommodations in a postsecondary setting, the student must disclose.

Upon graduation from high school, a student with a disability no longer has an ENTITLEMENT to services and supports under Individuals with Disabilities Education Act (IDEA); rather, the student becomes ELIGIBLE for adult services and supports based on the disability, and ability to disclose necessary information as defined by Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA).

In order to access the protections provided under Section 504 and the ADA, the University requires that the student provide appropriate documentation at student expense in order to establish the existence of the dis-

ability and the need for accommodation. The University has adopted the Educational Testing Service's (ETS) standards as documentation guidelines for appropriate accommodations.

Institutions may require students to follow reasonable procedures to request and document the need for the aids and services. Students with special needs must make an appointment to meet with either Mary Ellen Pichiarello or James Muniz at the beginning of each semester to complete faculty notification letters. The students are instructed to give the letter to each faculty member during office hours or after the next class. The student must give the faculty member sufficient notice of the need for an accommodation.

A college or university is not required to provide academic accommodations or auxiliary aids and services if such provision would fundamentally alter the nature of the program or academic requirements are considered essential to a program of study or to meet licensing requirements.



### DID YOU KNOW THAT?

**Albert Einstein** had a learning disability. He did not speak until the age of three and had a very difficult time doing math in school. It was very hard for him to express himself in writing.



## FROM THE DESK OF JAMES MUNIZ

Reading Specialist, CTLE

I feel like I have talked a great deal about task analysis this fall. Some students do not know what is meant by task analysis, and they see no practical application for the process. I usually bring task analysis into the conversation when students seek my help with time management. The students who seek my help want to make an honest effort at time management, but they do not know how to “unpack” their assignments. They have assignments such as reading a chapter of text, doing a research paper, or completing a project. If the students cannot do a task analysis, the assignments defeat the students’ efforts at time management. How do you budget your time to “do a paper?” The assignment must be “unpacked” in order to facilitate time management. The students must consider what serves as the constituent parts of “doing a paper.” In conversation with students, I can usually lead them into determining the constituent parts of an assignment like a research paper. Students usually agree that the first

step for a research paper involves going to the library to locate sources. Identifying a time for this part of the task becomes manageable for the students. Students do not find the task of finding time to read and take notes from sources unmanageable, and soon they have completed all the tasks necessary for “doing a paper.” Managing time for an “unpacked” assignment turns into a very “doable” task. When I deal with situations like this, I am reminded that often helping students achieve success requires a minimalist approach. My first instinct tells me to discuss the value of research, the academic nature of research, and so on, but the students want to know, “How do I do this?” I hope students who learn how to “unpack” their assignments and in doing so manage their time become more open and willing to discover the part research plays in academic discourse. I’m sure that without the basic competence needed to complete assignments, they remain unable to participate in such discussions.

## WHAT IS SUPPLEMENTAL INSTRUCTION?

Supplemental Instruction (SI) is a form of academic support in which 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. The IA is an experienced tutor who has already taken the course, did exceptionally well in it, and come recommended by a professor. Furthermore, the IA attends every lecture again throughout the semester. Because of this experience, the IA knows what it takes to be successful in the course. He or she assists 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 al-

lows 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 introduce good study habits and learning strategies. Some activities in the workshop include taking mock quizzes, creating review sheets and students collaboratively working on problems at their desks or on the blackboard. We encourage students to see the workshop as structured, guaranteed study time in lieu of a cram session the night before an exam.

SI was first piloted in the Math department and has been extremely successful there. Professors from Chemistry and Biology, with the assistance of the CTLE, are launching a pilot in the spring semester 2008.



## FROM THE DESK OF AILEEN McHALE

Instructional Technology and Enrichment Specialist, CTLE

### What's New With Instructional Technology?

Since ANGEL 7.2 Learning System was selected to replace Blackboard Basic as the Course Management System at the University of Scranton, the CTLE technical staff are having a particularly busy time providing support to faculty and students during this transition. ANGEL workshops as well as one-on-one sessions were offered during the summer beginning in June and are expected to continue through the 07-08 Academic year. The use of ANGEL has grown at a rate much higher than anticipated. To date there are 412 courses, 185 instructors are using it, and there are approximately 4,000 users in all.

To make the transition easier, Blackboard will continue to be supported through the end of the Spring semester of 2008; however, we encourage users to begin using ANGEL earlier. Existing users of Blackboard may opt to either continue using Blackboard until May 2008 or switch to ANGEL. New users (users who do not currently use Blackboard) will use ANGEL. The ANGEL workshop schedule can be linked to from the CTLE Home Page found at [www.scranton.edu/ctle](http://www.scranton.edu/ctle)

Online tutorial modules continue to be developed by the CTLE staff and are posted on the CTLE website. Additional Online Tutorial modules have been created that include the areas of Academic Integrity, Using ANGEL, Tutoring and Effective Learning Strategies. Additional tutorial modules will be created on an ongoing basis.

### Student Techcons

The CTLE also employs a small team of technically savvy students called TechCons and provides them with real-world experiences. These students serve as invaluable technical resources to both faculty and other students. Some of the services that Techcons can assist with include: demonstration and instruction on instructional

technology available, assistance with ANGEL and other software products, development and maintenance sophisticated web pages, creation of E-Portfolios, enhancement PowerPoint presentations with audio and video, scanning, digitizing and audio/video streaming.

The CTLE recently hired two new Techcons to replace two seniors who graduated last May. Please welcome Dan Debold and Derek Gelormini to our team of technical students!

Every semester Techcons are required to complete and present a Professional Development Project related to instructional technology for the benefit of the University faculty and/or students. Topics are chosen by the Techcons and approved by the CTLE Technical Staff. Projects may include investigation, research, programming and development, as well as practical application of the project in the teaching and learning environment.

Some examples of past Techcon professional Development Projects include: development of student online tutorials using sophisticated multimedia software tools; creation of Learning Objects (such as Games) that could easily be modified by faculty and used for their curriculum; use of Cascade Style Sheets (CSS) when designing web pages; demonstration of the use of sophisticated audio/video effects using Adobe Premiere software; the use of dynamic text files with Flash multimedia software; and researching, learning and demonstrating various instructional technology software tools such as Total Recorder, Visual Communicator, AuthorPoint etc.

To request technical assistance, contact the CTLE Instructional Technology and Enrichment Specialist, Aileen McHale, at x4365 to make an appointment or visit the Resource Lab (STT589). Staff and student technical consultants are available to provide assistance.





## FROM THE DESK OF TOM LEONG

Math Specialist, CTLE

### Does Mathematics Mean Anything?

"The influential German mathematician, David Hilbert (1862 – 1943), once said "One must be able to say at all times—instead of points, straight lines, and planes—tables, chairs, and beer mugs." Perhaps some explanation is necessary for this cryptic remark. Mathematics, in the purest sense, deals in abstractions. Although most of us understand geometry as being about points, lines, and planes, the meaning of these words isn't essential; it's their interrelationship that matters. Theorems about the relationship between points and lines could just as well be theorems about tables and chairs; they are just two different representations of the same idea. In other words, mathematics is nothing more than a particular symbolization of concepts. I'm not the purist that Hilbert was, but I once subscribed to the notion that mathematics is nothing more than abstractions. I used to tell students that mathematical thinking is nothing more than "common sense symbolized."

I couldn't be more wrong.

Most of us are not mathematically-inclined enough to naturally master the abstract, symbolic procedures taught in the classroom. In order to understand mathematics we must attribute a meaning to these procedures. An interesting experiment supporting this idea was conducted on the streets of Recife, Brazil.

In the early 1990s, researchers from the University of London, England and Federal University of Pernambuco, Brazil tested the arithmetical skills of teenagers on the streets of Recife. Many street market stalls of Recife were run by teenagers while their parents were away. Posing as shoppers, the researchers approached these teenagers and essentially presented them with a math problem:

I'd like 7 pieces of chicken at 75 cruzieros each, 3 pieces of bread at 30 cruzieros each and a soda for 125 cruzieros. Here's 1000 cruzieros. What's my change?

Even more, at this time, Brazil was using three different currencies simultaneously, so calculations also involved conversions between these currencies. Without use of calculators, the young street vendors calculated the total, in their heads no less, correctly more than 98% of the time! The study didn't end there. About a week later, the researchers followed up on the teenagers and, unbeknownst to the young mathematicians, gave them a pencil-and-paper test on exactly the same math problems they were posed a week earlier. The questions were posed both as a word problem and also symbolically as formal arithmetic problem:

Calculate  $1000 - (7 \times 75 + 3 \times 30 + 125)$ .

This time around, the teenagers average only 74% correct on the word problem and a surprisingly low 37% on the formal arithmetic problem. (A brief aside: this is not unique to Brazil or teenagers; a similar study was conducted in the U.S. with adult supermarket shoppers with similar results. See Jean Lave's book *Cognition in Practice: Mind, Mathematics and Culture in Everyday Life* (Learning in Doing).

To the pure mathematician, all three problems were essentially equivalent—simply three different symbolizations of the same problem. However, most of us are not mathematicians. While the teenagers were number-crunching wizards on the streets of Recife, they were virtual dunces in the classroom. What was going on here?

While little is known about how the human brain does mathematics, either in the real world or the classroom, it seems clear that these are two very different activities. The Recife teenagers demonstrated that they could handle the mathematics in the appropriate context—in the real world where the numbers had meaning and the arithmetic operations made sense. Meaning played a major role in their ability to do arithmetic. In contrast, mathematics in the classroom consists most(Continued

(continued on page 18)



## FROM THE DESK OF MARY BURKHART

Writing Center Coordinator, CTLE

### What's New at the Writing Center?

#### Number of Writing Sessions Increased

With another academic year well under way, I'm pleased to report that we have been very busy in the Writing Center. In fact, as of the week ending Oct. 5, 2007, our consultants have held 208 writing sessions compared to 159 for the same period in Oct., 2006. That's a significant increase.

#### Requests for Writing Tutors

Yes, I said "tutors," and as you all probably know by now, I always distinguish the Writing Center staff as "consultants," not tutors. Recently, however, we've been receiving requests from students who do not necessarily have papers to work on but who nonetheless want to improve their writing skills. Perhaps they want to work on reducing wordiness, developing support, providing transitions, or on any other of the many concerns developing writers have.

When we receive these requests, we contact the students via email and encourage them to set up a meeting with one of our consultants. We inform them that unlike working with a subject-area tutor, working with a writing consultant to improve their writing does NOT obligate them to a weekly meeting; however, it does obligate them to attend the sessions they request. Such sessions can be requested as needed or as wanted. Let's hope they follow through and visit the Writing Center regularly.

Also, because consultants must prepare materials for these sessions, they cannot accommodate walk-in students but only those students who have requested the writing sessions in advance.

#### Consultant News

We have great people working in the Writing Center this semester. They include undergraduate, graduate, and faculty consultants. And as demonstrated by the fol-

lowing lists, we have a nice representation of academic disciplines.

#### Undergraduate Graduate Consultants:

- Stephanie Kazanas, Neuroscience/Pre-Med
- Caroline King, Theology, English, Coaching
- Kristin Manley, English, Counseling/Women's Studies
- Matthew Mercuri, English
- Mary Purcell, Sociology, History
- Jonathan Sondej, English
- Rob Swinton, English, History
- Karen Waldeck, English, Theology

#### Graduate Consultant:

- Mary Ann Smith, '06 Biochemistry Graduate, Biology

#### Faculty (Composition) Consultants:

- Dale Giuliani
- Eva Polizzi
- Robert Wicke

**Consultants in the Writing Center will work with students to help them develop as writers and will work with them as they develop more effective writing skills. They will not do the work for them.**

#### Extended Hours

In an attempt to encourage non-traditional students to visit the Writing Center, we have extended our Thursday hours to 9:00 p.m. Although I cannot now report that

*(Continued on page 19)*



## FROM THE DESK OF MARY ELLEN PICHIARELLO

Learning Enrichment Specialist, CTLE

As you know from other articles in this newsletter, our services are more in demand than ever. Our tutoring requests have particularly grown over the last few years. I thought you might be interested in seeing these figures:

### Comparison of Tutoring Requests – Fall Semesters from 2004-2007

Tutor Requests Fall 2004		Tutor Requests Fall 2005		Tutor Requests Fall 2006		Tutor Requests Fall 2007	
Freshmen	498	Freshmen	481	Freshmen	595	Freshmen	620
Sophomores	249	Sophomores	296	Sophomores	169	Sophomores	280
Juniors	117	Juniors	118	Juniors	89	Juniors	100
Seniors	48	Seniors	37	Seniors	61	Seniors	49
Graduates	1	Graduates	7	Graduates	3	Graduates	18
<b>TOTAL -</b>	<b>913</b>	<b>TOTAL -</b>	<b>939</b>	<b>TOTAL -</b>	<b>916</b>	<b>TOTAL -</b>	<b>1067</b>

Top 3 Requested Courses for Fall 2004		Top 3 Requested Courses for Fall 2005		Top 3 Requested Courses Fall 2006		Top 3 Requested Courses Fall 2007	
<b>Freshmen</b>		<b>Freshmen</b>		<b>Freshmen</b>		<b>Freshmen</b>	
MATH - 128		MATH - 114		MATH - 96		MATH - 119	
CHEM - 106		CHEM - 114		CHEM - 128		CHEM - 138	
BIOL - 112		BIOL - 118		BIOL - 203		BIOL - 185	
<b>Sophomores</b>		<b>Sophomores</b>		<b>Sophomores</b>		<b>Sophomores</b>	
MATH - 70		MATH - 64		MATH - 42		MATH - 45	
CHEM - 42		CHEM - 61		CHEM - 30		CHEM - 52	
BIOL - 38		BIOL - 36		BIOL - 15		BIOL - 32	
<b>Juniors</b>		<b>Juniors</b>		<b>Juniors</b>		<b>Juniors</b>	
MATH - 19		MATH - 20		MATH - 15		MATH - 18	
CHEM - 10		CHEM - 18		BIOL - 7		CHEM - 15	
PT - 21		ACC - 9		PSYC - 14		PHYS - 12	
<b>Seniors</b>		<b>Seniors</b>		<b>Seniors</b>		<b>Seniors</b>	
MATH - 15		MATH - 8		MATH - 10		MATH - 11	
FIN - 5		PHYS - 5		FIN - 7		CHEM - 6	
CHEM - 4		ACC - 3		CHEM - 6		NURS - 6	



## FROM THE DESK OF EUGENIU GRIGORESCU

Instructional Designer, CTLE

While the Scholarly Research and Academic Integrity Tutorial has captured my attention last semester, the decision to offer a graduate tutorial beginning in the spring provides me with more opportunities to delve deeper into the topic. Apart from working with faculty members from the Weinberg Memorial Library and Matt Pfahl, a TechCon, on the development, design and implementation of the graduate tutorial, I have also been gathering more information for a workshop on academic integrity, student realities and faculty expectations. For more information on this workshop as well as other offerings from the CTLE, please consult our website at <http://www.scranton.edu/ctle>.

The decision to switch from Blackboard to ANGEL has provided a multitude of opportunities as well as challenges. ANGEL is a superior product in terms of features and capabilities. As such, faculty members can include not only course content/materials, discussion forums, assignments, and quizzes, but they can add blogs and wikis, RSS feeds, learning objects from MERLOT, and documents from a personal repository. The system's complexity carries a rather demanding learning curve. To ease the transition, the CTLE has provided numerous ANGEL workshops, ranging from demonstration of features to specialized sessions dedicated to particular areas of the system. From my standpoint, ANGEL took a lot of time to master its intricate capabilities. A lot of faculty decided to move to ANGEL right away and some started using it extensively. There

have been many phone calls and emails from faculty about features in the system that neither Aileen McHale nor I had covered in detail in our workshops. This all meant that while learning a new system we were also trying to troubleshoot it. A heavy task, indeed!

As the University is expanding its offerings to an international audience, on-campus opportunities for faculty in the area of teaching and learning need to be offered to an off-campus audience as well. In a proactive move, the CTLE has acquired new equipment so that all of the faculty advancement series sessions and ANGEL workshops will be available online via streaming video in an enhanced format. Beginning in Spring 2008, the CTLE's website will feature streaming videos of all of its events. This semester, the equipment is being thoroughly tested.

In the ever changing world of educational technologies, adopting new software to enhance pedagogical approaches is both rewarding and frustrating. My focus during the current and for the upcoming semester is to look at several collaborative technologies and showcase them to the university community. Blogs and wikis come to mind first, but virtual worlds and social networks are also important players to be looked at. Stay tuned for more information about this...

I continue to meet with faculty one-to-one to assist with instructional design. If you are interested in a consultation, please feel free to contact me directly by email ([eugeniu.grigorescu@scranton.edu](mailto:eugeniu.grigorescu@scranton.edu)) or phone (x5519).

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### **DOES MATHEMATICS MEAN ANYTHING** *cont'd*

mostly of symbolic operations. Addition, subtraction, multiplication and division are carried out in a mechanical fashion (multiply, carry the 1, etc.) where the numbers and symbols are devoid of meaning. Doing arithmetic amounted to manipulating symbols and slavishly following rules, like a computer, with no understanding of what those symbols mean.

The problem is humans naturally seek meaning. We cannot avoid it. We can, to some extent, train ourselves to memorize multiplication tables and arithmetical

operations, but even then I believe we are imbuing meaning to the process. The human brain cannot genuinely perform meaningless operations at all.

Don't get me wrong—symbolic mathematics is important. Indeed, it forms the basis for all science, technology, modern medicine and practically every aspect of modern life. However, a crucial component to mathematics education is making sure that students can construct appropriate meanings for the abstract symbolism they encounter. If we fail to recognize both these aspects—symbolism and meaning—when teaching mathematics, we are doing a disservice to both us and our students.

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### STAFF NOTES (Burkhart) *cont'd*

that we have been overwhelmed on Thursday evenings, we are getting some traffic, and I'm hoping it will increase.

### Appointments are Necessary during Dead Week and Finals Week

In the past, we have emphasized the walk-in visits to the Writing Center. We still encourage students to just stop by when they are so inspired, confused, or frustrated. However, because the writing consultants must focus on their own academics during these times, student writers **MUST** schedule an appointment during Dead Week and Finals Week.

### Fall '07 Writing Center Hours

The Writing Center staff is eager to work with student writers, and you can help by encouraging your students to take advantage of this invaluable resource.

### Writing Center Fall '07 Hours

Center for Teaching & Learning Excellence  
Fifth floor, St. Thomas Hall, Room 588 D

**Monday** 10:00 a.m. - 6:00 p.m.

**Tuesday** 10:00 a.m. - 5:30 p.m.

**Wednesday** 10:00 a.m. - 6:00 p.m.

**Thursday** 10:00 a.m. - 9:00 p.m. OPEN LATE

**Friday** 10:00 a.m. - 4:00 p.m.

Appointments are **ENCOURAGED** but not necessary throughout the semester.

Appointments are **A MUST** during Dead Week and Finals Week.



### DID YOU KNOW THAT?

When individuals with special learning needs—even with severe disabilities—persevere and are properly supported, they often achieve great heights. A list of famous people who all had big obstacles to overcome to succeed is presented below.

Here is a little quiz. How many famous people's disabilities do you know? Disabilities are listed to the right. Enter the appropriate letters, then check your answers. Answers are at the bottom of the page. No cheating, please! How many did you get right?

1 \_\_\_\_ Sandy Duncan

7 \_\_\_\_ Patricia Neil

2 \_\_\_\_ Katherine Hepburn

8 \_\_\_\_ Itzaac Perlman

3 \_\_\_\_ Lou Gehrig

9 \_\_\_\_ Teddy Roosevelt

4 \_\_\_\_ H.G. Wells

10 \_\_\_\_ Richard Pryor

5 \_\_\_\_ Ronald Reagan

11 \_\_\_\_ Albert Einstein

6 \_\_\_\_ Ronnie Milsap

12 \_\_\_\_ Helen Keller

- a. ALS
- b. Blind
- c. Paraplegia
- d. Impaired Vision
- e. Epilepsy
- f. Hearing Disability
- g. Dyslexia
- h. Asthma
- i. Blind and Deaf
- j. Parkinson's Disease
- k. Multiple Sclerosis
- l. Stroke

Note these statistics taken from the National Health Interview Survey 2005:

17% of Adults in the US have trouble with their hearing

9.3% of Adults in the US have trouble with their vision

15% of Adults in the US have physical functioning difficulties

Answers: 1=d, 2=j, 3=a, 4=e, 5=f, 6=b, 7=l, 8=c, 9=h, 10=k, 11=g, 12=i

## 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 Series** — We provide sessions on pedagogically sound ways to enhance teaching and learning.

**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.

**ANGEL Assistance** — ANGEL 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 ANGEL 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

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## 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. The University has therefore adopted the Educational Testing Service's (ETS) standards for documentation of appropriate accommodations. 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.

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### UNIVERSAL DESIGN IN LEARNING *cont'd*

to the subject area without having to adapt the curriculum repeatedly to meet the special needs of individual students. Such a curriculum will provide multiple means of representation to address different learning channels.

Such a curriculum will provide multiple means of expression to allow students to respond with their preferred means of control. A curriculum embracing the principles of universal design will provide multiple means of engagement for students and will ensure access for all regardless of their learning preferences or disabilities.

## EDUCATIONAL TESTING SERVICE'S 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/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.

**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.**

## THE CTLE ADVISORY GROUP

- **Dr. Anthony Ferzola** — Mathematics, Committee Chair and Faculty Liaison to the CTLE
- **Prof. Karen Brady** — Occupational Therapy
- **Dr. Satya Chattopadhyay** — Management / Marketing
- **Dr. Rebecca Dalgin** — Counseling and Human Services
- **Prof. Katie Duke** — Library
- **Dr. Marian Farrell** — Nursing and Faculty Liaison to the CTLE
- **Dr. Joseph Kraus** — English
- **Dean Charles Kratz** — Library (Ex Officio)
- **Prof. Mary Elizabeth Moylan** — Library
- **Dr. Hong Nguyen** — Economics
- **Dr. André Oberlé** — CTLE Director (Ex Officio)
- **Dr. Patricia Gross** — Education
- **Dr. Peter Olden** — Health Administration
- **Dr. Iordanis Petsas** — Economics/Finance
- **Dr. Lee Penyak** — History
- **Dr. Jennifer Tripp** — Chemistry

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## THE CTLE TEAM

### Front Row (left to right):

Mary Ellen Pichiarello, Paula Semenza, Aileen McHale.

### Back Row (left to right):

Eugeniu Grigorescu, James Muniz, André Oberlé, Mary Burkhart, Tom Leong.

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