



Volume 4, Issue 1 — Fall 2008

Reflections

on Teaching and Learning

CENTER FOR TEACHING AND LEARNING EXCELLENCE

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IN THE NEWS



Eugeniu Grigorescu

Eugeniu Grigorescu appointed Associate Director of the CTLE

The Center for Teaching and Learning Excellence has been growing at a rapid rate in its services for students and faculty. It has now become apparent that an Associate Director is needed to safeguard the smooth daily operations of the Center. While we were unable to secure a new position for this task, I am happy to report to you that Eugeniu Grigorescu has agreed to add these responsibilities to his current activities as Instructional Curriculum Designer.

Eugeniu joined the University in September 1998 as the Instructional Technologist. In that position, he worked with technology to enhance educational offerings and various campus classrooms. Eugeniu was the Blackboard administrator when the system was first introduced to the University community. Since February 2004, he has been serving as the Instructional Curriculum Designer in the Center for Teaching and Learning Excellence (CTLE). In that capacity, he worked closely with faculty members to develop sound instructional strategies and delivery methods based on leading learning theories in the field.

Eugeniu earned his B.A. in Sociology and M.S. in Instructional Technologies from Bloomsburg University. Currently, he is pursuing a Ph.D. in Instructional Systems from Penn State University. ♦

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.



FROM THE DESK OF THE EDITOR

The fall and intersession semesters have passed us by like a whirlwind. As we enter into the spring semester we have an opportunity for a new start, an opportunity to decelerate and reflect on what we are doing. Are things going as well as they can? If not, what could we do to enhance our practice? Reading this newsletter is a good start. Also notice that the Center is offering workshops on a number of crucial topics. Why not enroll in some of these workshops. You might not only pick up a few insights but also meet individuals like you who are interested in furthering the quality

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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 "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 to Faculty Members from the Faculty Liaisons

Dear Colleagues,

This academic year, we are the Faculty Liaisons for the CTLE. One of the more personal services we offer is that of teaching consultations. These consultations are strictly confidential and are initiated by the faculty member. The faculty member 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 member 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 member and Liaisons 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 and Anthony Ferzola may be contacted at apf303@scranton.edu.

Respectfully yours,

*Marian Farrell
Anthony Ferzola*



CELEBRATION OF EXCELLENCE THE FRANK O'HARA AND ROSE KELLY AWARDS

On December 6, 2007 The University of Scranton celebrated excellence during an award dinner sponsored by the Center for Teaching and Learning Excellence. This celebration showcased the achievements of individuals who were receiving this year's Frank O'Hara and Rose Kelly Awards. During the awards ceremony the Provost and the Deans of the Colleges presented medals to the winners.

The Frank O'Hara Award

Frank O'Hara medals are presented to first, second and third-year students with the highest grade point average in each of the four colleges of the University. The award is named in honor of the late Frank O'Hara, who served the University for 53 years in various administrative positions. Here are this year's winners:

College of Arts and Sciences

Presented by Dr. Joseph Dreisbach, Dean

Bronze Medal: Douglas A. Jones - Freshman
Silver Medal: Coral Stredny - Sophomore
Christina M. Drogalis - Junior

Panuska College of Professional Studies

Presented by Dr. Debra Pellegrino, Dean,

Bronze Medal: Nicole M. Zullo - Freshman
Silver Medal: Lauren E. Godek - Sophomore
Brian J. Patchcoski - Junior

Kania School of Management

Presented by Dr. Kenneth Lord, Associate Dean

Bronze Medal: William Pugh - Freshman
Silver Medal: Frank S. Phillips - Sophomore
Joseph P. O'Connell III - Junior

College of Graduate and Continuing Education

Presented by Dr. William Welsh, Dean

Undergraduate Students:

Bronze Medal: Mary Ann Wiggins - Freshman
Silver Medal: Alexandra G. Cronk - Sophomore
Judith A. Gunshannon - Junior

Graduate Students:

Pewter Medal: Anne M. Blaum, Emil C. Bontempo, Jill L. Compton, Sean R. Egan, Elizabeth J. McDonald, Andrea C. Stellatella
Jennifer M. Wagner

The Rose Kelly Award

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

College of Arts and Sciences

Presented by Dr. Joseph Dreisbach, Dean

Student: Douglas A. Jones
Teacher: Mr. Michael Milz, Holy Redeemer High School
(formerly Bishop Hoban High School)

Panuska College of Professional Studies

Presented by Dr. Debra Pellegrino, Dean

Student: Megan E. Conley
Teacher: Sr. Lucy Marie Schluth, Cardinal O'Hara High School

Kania School of Management

Presented by Dr. Kenneth Lord, Associate Dean

Student: Colleen L. Tuohy
Teacher: Ms. Rosemary Fuhrman, Immaculate Heart Academy

College of Graduate and Continuing Education

Presented by Dr. William Welsh, Dean

Student: Mary W. Purcell
Teacher: Mr. James Kilker, Scranton Preparatory High School ♦



CTLE AWARDS TEN TEACHING ENHANCEMENT GRANTS AND TEN WEB-BASED COURSE STIPENDS

Congratulations to the 2007-2008 winners of the CTLE Teaching Development Grants and Web-Based Course Stipends.

Teaching Enhancement Grants make up to \$1,500 available to full-time faculty interested in enhancing their courses. The grants can be used for a variety of pedagogical purposes. Materials/equipment purchased with grants reside in the faculty member's department.

The winners are:

Prof. Ann Feeney - Nursing
 Dr. Dona Bauman - Education
 Dr. Peter Leininger - Physical Therapy
 Prof. Patricia Moyle Wright - Nursing
 Dr. Oliver Morgan - Counseling & Hum Services

Prof. Cathy Lovecchio - Nursing
 Dr. Jakup Jasinski - Mathematics
 Dr. Marian Farrell - Nursing
 Dr. Rebecca Spirito Dalgin - Counseling & Hum Services
 Prof. Barbara Buxton - Nursing

Web-Based Course 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 ANGEL Course Management System.

The winners are:

Dr. Jack Beidler - Computing Sciences
 Dr. Robert Spinelli - Health Admin & Hum Res
 Dr. Terri Freeman Smith - Health Admin & Hum Res
 Prof. Beth Sindaco - English
 Dr. Robert McKeage - Management/Marketing

Dr. Oliver Morgan - Counseling & Hum Services
 Dr. Rose Sebastianelli - Operations & Info Mgmt
 Dr. Nabil Tamimi - Operations & Info Mgmt
 Dr. Lori Bruch - Counseling & Hum Services

These teaching awards are open to all full-time faculty members.

Applications are accepted in the fall. Watch your mailbox in late September for details and deadlines. Faculty members must submit an application following guidelines provided. All proposals will be vetted by a peer faculty committee. Successful applicants will be notified before the Christmas break. The CTLE will offer a workshop in good time before the application deadline in the fall featuring the projects of colleagues who have won these awards in the previous year.

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FROM THE DESK OF THE EDITOR *cont'd*

of teaching and learning at the University of Scranton. You might even find someone with whom you can collaborate on a project.

If you are still using Blackboard, please remember that time is running out. Blackboard will disappear from our campus at the end of spring semester and you will have to convert your courses to ANGEL. The Center continues to give numerous workshops on ANGEL to provide everyone with the opportunity to get familiar with this new course management system and to use it well.

We hope that you will enjoy reading the various articles and news items in our newsletter and join us in reflecting on what we can do to enhance teaching and learning.

A hearty thank-you to all the contributors to the newsletter. I would particularly like to thank my colleagues, James Muniz and Eugeniu Grigorescu, for their dedicated work on the editorial team. Like everything coming out of the Center, this newsletter is a team effort.

Best wishes for a successful term from all of us at the Center. ♦

André Oberlé



FACULTY ADVANCEMENT SERIES

Spring Semester

For workshops on ANGEL, please see page 8

– **Tuesday, February 26, 2008; 2:30 pm-3:30 pm**
Promoting Deeper Learning Through Active Learning

Facilitator: Dr. André Oberlé (CTLE)

One way to increase your effectiveness as a teacher is to consider that students learn more readily and retain much more if you incorporate active learning techniques. Active students remember and understand significantly more than their passive counterparts and perform better. Participants we will look at simple and practical ways to engage students in active learning, regardless of the class size. Refreshements will be served!

– **Thursday, February 28, 2008; 11:30 am-1:00 pm**
Developmental Use of Course Evaluations

Facilitators: Dr. Marian Farrell (Nursing), Dr. Anthony Ferzola (Mathematics); Faculty Liaisons 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. A light lunch will be served.

– **Thursday, March 6, 2008; 11:30 am-1:00 pm**
Designing Multiple-Choice Questions

Facilitator: Eugeniu Grigorescu (CTLE)

As the most versatile of all the objective types of items, multiple-choice questions are employed often in educational assessment. Crafting good questions with plausible distractors and homogenous alternatives requires skill and practice. An item analysis presents information provides clues regarding difficulty, discrimination, and coverage of learning targets. This presentation provides theoretical approaches and practical examples of generating and interpreting the results of multiple-choice questions. A light lunch will be served.

– **Thursday, March 13, 2008; 11:30 am-1:00 pm**
Out of Sight, Out of Mind: Raising Awareness for Invisible Disabilities.

Facilitators: Dr. Tom Smith, Bob Liskovicz (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. A light lunch will be served.

– **Wednesday, March 26, 2008; 2:30 pm-3:30 pm**
Formative Assessment

Facilitator: Dr. André Oberlé (CTLE)

The old adage says: "We learn from our mistakes." There is conclusive evidence that students learn better and get a deeper understanding of the subject matter and the process of investigation if they have received consistently meaningful feedback from their instructor. Not only do students learn better, but their satisfaction with the learning

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FACULTY ADVANCEMENT SERIES *cont'd*

in a course increases dramatically. This workshop will explore how we can turn grading into a formative exercise. Refreshment will be served.

— Thursday, April 10, 2008; 11:30 am-1:00 pm

Invisible Disabilities Revisited: How a Team Approach Can Enable Students

Facilitator: Dr. David Liskov (Staff Psychiatrist), Dr. Tom Smith & Bob Liskowicz (Counseling)

Dr. David Liskov will present a brief overview on a variety of psychotropic medications. He will also be having an open forum discussion on how psychotropic medications are being used by the college population. Emphasis will be placed on medication management, accommodations, and a team-based approach to help college students succeed. A light lunch will be served.

— Thursday, April 24, 2008; 11:30 am-1:00 pm

The Role of Social Networking in Teaching and Learning

Facilitator: Dr. Barry Joe (Brock University)

Young people communicate continuously. You see them texting and talking on their cell phones; you see them immersed in virtual worlds on the computer. This workshop will look at some of the aspects of social networking—such as blogs, wikis, Facebook, Google Docs—and explore how these media could be harnessed to enhance teaching and learning. There will be a hands-on component to this workshop. A light lunch will be served. ♦

Please Note: You must register for all of our workshops. Information presented here is accurate at the time of printing this newsletter. Please check our web site at www.scranton.edu/ctle for important updates and changes beyond our control.

THE IMPORTANCE OF FEEDBACK IN LEARNING

André Oberlé, Ph.D., CTLE

The importance of constructive and timely feedback in learning cannot be overemphasized. Most of us have stories to tell about the dire consequences of not receiving such feedback or not receiving it in a timely manner.

When I was a freshman at the University of Toronto, I wrote a research paper on Kafka. There were no directives given except how long the paper should be. So, I did what I thought was the right thing. I worked very hard at it and did a lot of work in addition to what I thought was required by the professor. The resulting paper was truly my best effort, and I thought I would get a good mark for it.

When the paper was returned about two months later, I was devastated. Not only had I not received the mark I had hoped for, but, as well, the paper was filled with laconic and mostly snide remarks such as "too vague!" and "rubbish!" "utter nonsense!" and, worst of all, "false!" Two things were wrong with this scenario. First of all the paper was returned far too late to be of any use to me in

improving my performance on any other papers in that term. While waiting for the return of this paper, I had submitted other papers for the same professor which were eventually returned with similar comments. More importantly, the professor's comments were of no use to me, because they did not steer me in the right direction. They did not explain where and how something was "too vague," why my comments were "rubbish" and why an opinion I had stated and supported was "false." The comments did not help me to improve my performance in any way. When I tried to see the professor to get some explanations, I was told that he had no time to deal with each student individually. When I showed the paper to classmates, they could not help me either and had received similar comments and were equally frustrated. At the end of the course, the professor told us that, on the whole, he had been quite dissatisfied with our performance on all of the research papers.

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CTLE DIRECTOR'S REPORT

André Oberlé, Ph.D.

Director, Center for Teaching and Learning Excellence

The Center for Teaching and Learning Excellence is having a very busy spring so far. We continue to assist faculty in adjusting to our new online course management system (ANGEL). Much of this coaching takes place in workshops organized by the Center, but the assistance at the one-on-one level has also increased considerably. As you can see in this issue of the newsletter, this aspect of our work continues to take up a lot of our time during the spring semester. It is important that we accomplish this work, as Blackboard will be discontinued at the end of May. You will find a schedule of workshops on various aspect of ANGEL and converting from Blackboard to ANGEL on page 8 of this issue of the newsletter.

As you can see on page 3, the Center hosted an awards dinner for the Rose Kelly and O'Hara awards in December. Very appropriately, the event was held in the Heritage Room of the Weinberg Memorial Library. We also held a recognition dinner for part-time faculty in January. Both events were celebrations of excellence at the University of Scranton. Still to come is a dinner for tenure-track faculty. The group to be targeted will be faculty who have not received tenure yet but have been in the tenure-track position for a minimum of three years.

Another sign of excellence is the fact that the Center was able to award five Teaching Enhancement Grants and seven Web-Based Stipends (see the details on page 4 of this newsletter). The next competition will take place in the fall of 2008. Invitations to apply will be mailed to all full-time faculty in late September with a projected deadline of the first week of November. Applicants will find out whether their projects were successful before we break for Christmas, so that they can plan accordingly.

Because of the steadily increasing number of projects the Center undertakes, we needed to appoint an Associate Director to the Center. It gives me great pleasure to report that Eugeniu Grigorescu has agreed to take on these added responsibilities in addition to continuing as the Center's Instructional Course Designer. Eugeniu is well known to the University community and has been representing the Center on a number of committees. We wish him well and thank him for his dedication.

The Center is continuing to expand its operations and to improve the level of services it can provide. Supplemental Instruction (SI) has been extremely successful in the Mathematics Department. Supervised by the Math Specialist at the Center and in collaboration with the Math Department, the program has assisted math students to get the most out of their classes. The program provides additional meeting times for students to go over what has been done in class to ensure that students have understood everything and that they know how to apply what they have learned. This additional meeting is facilitated by a specially trained tutor who attends the class and works closely with the professor.

I am pleased to report that, with the assistance of some adventuresome faculty members, we have launched a pilot for SI in the Chemistry Department and in the Biology Department. We are very excited about this development and are confident that it will achieve the same kind of results in these departments.

We are offering a number of exciting workshops on general teaching issues during the spring term. Topics at these events include: Active Learning, Formative Assessment, Developmental Use of Course Evaluations, Designing Multiple-Choice Questions, and using the media of social networking (blogs, wikis, googledocs, facebook etc) effectively in teaching and learning. See page 5 of this issue of the newsletter for details. Please remember that you must register for all workshops given by the Center. It is also important to let us know when you cannot attend a session despite the fact that you have registered for it, so that your seat can be given to someone on the waiting list. If you simply stay away, your unanticipated absence has many negative effects that can be avoided with a simple email.

I draw your attention to the article on RefWorks® on page 21 of this issue of the newsletter and hope that you will explore RefWorks®, if you have not already done so. It is also important that you share news of this important research tool with your students. Speaking of

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CTLE WORKSHOPS FOR ANGEL SPRING 2008

Here is the schedule of workshops to be presented by the CTLE staff during Intersession and Spring Session 2008. The descriptions follow. The information presented is accurate at the time of publication. Please consult our website at www.scranton.edu/ctle to verify the schedule and register for the sessions. **Registration is necessary for all sessions.**

FEBRUARY

February 12, 11:20am – 1:00pm	ANGEL: Basics I
February 19, 11:20am – 1:00pm	ANGEL: Basics II
February 21, 11:30am – 1:00pm	ANGEL: Conversion / Getting Started with ANGEL
February 22, 3:00pm – 4:30pm	ANGEL: Discussion Forums
February 26, 11:30am – 1:00pm	ANGEL: Tests/Quizzes/Assignments
February 29, 11:30am – 1:00pm	ANGEL: Gradebook

MARCH

March 11, 11:30am – 1:30pm	ANGEL: Reports / Agents / Learning Objectives
March 27, 11:20am – 1:00pm	ANGEL: Basics I
March 28, 1:30pm – 3:00pm	ANGEL: Basics II
March 28, 3:00pm – 4:00pm	ANGEL: Conversion / Getting Started with ANGEL

APRIL

April 11, 3:00pm – 4:00pm	ANGEL: Conversion / Getting Started with ANGEL
April 15, 11:20am – 1:00pm	ANGEL: Basics I
April 18, 2:00pm – 4:00pm	ANGEL: Conversion / Getting Started with ANGEL
April 22, 11:20am – 1:00pm	ANGEL: Basics II
April 24, 11:30am – 1:00pm	ANGEL: Conversion / Getting Started with ANGEL
April 25, 2:30pm – 4:30pm	ANGEL: Reports / Agents / Learning Objectives

MAY

May 20, 10:00am – 12:00pm	ANGEL: Basics I
May 22, 10:00am – 12:00pm	ANGEL: Basics II
May 22, 2:00pm – 4:00pm	ANGEL: Conversion / Getting Started with ANGEL
May 23, 9:00am – 12:00pm	ANGEL: Conversion / Getting Started with ANGEL

JUNE

June 4, 10:00am – 12:00pm	ANGEL: Basics I
June 5, 9:00am – 12:00pm	ANGEL: Conversion / Getting Started with ANGEL
June 10, 10:00am – 12:00pm	ANGEL: Basics II
June 11, 9:00am – 12:00pm	ANGEL: Conversion / Getting Started with ANGEL
June 12, 10:30am – 12:00pm	ANGEL: Discussion Forums

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ANGEL WORKSHOPS *cont'd*

ANGEL Basics I

This workshop will cover the following:

- Highlight the features of ANGEL and some differences between ANGEL and Blackboard.
- Introduce the basic modules of ANGEL as well as the new policies and procedures for the 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.

ANGEL Basics II

This workshop will focus on how to use your Personal Learning Object Repository (LOR) as a centralized storage area for course content and how to setup "drop boxes" for student file submissions (creating assignments). Personal Learning Object Repositories enable storage, searching, sharing, reuse, and management of learning objects. The ability to easily reuse learning objects across courses, sections, departments, schools, and campuses reduces the investment of effort and time. **Pre-requisite for this workshop: Must have attended ANGEL Basics I**

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.

Tests/Quizzes/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.

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ANGEL WORKSHOPS *cont'd*

Reports/Agents/Learning Objectives*

This workshop combines the Reports Console and Automations Agents with the Learning Outcomes Management.

The Reports Console allows for an in depth view of student progression and activities. Automation Agents create a unique way of gathering data and carrying out tasks at set intervals or dates based on student activity. For example, an agent can be setup to automatically send email to students who haven't logged into a course the past week.

Increased pressure to demonstrate and improve student achievement requires systematic assessment of student learning outcomes. ANGEL Learning Outcomes Management (LOM) gives you unprecedented insight into student performance against standards, confidence that course content is aligned to standards and shows you what is working (and what is not working) so you can take action. Learn how to create and map objectives to content items within ANGEL.

***Prerequisite: ANGEL Basics I and II** ♦

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DIRECTOR'S REPORT *cont'd*

citations and libraries, please check out the brief update from the library to find out about WebBridge (page 11 of this issue of the newsletter) and share that information with your students.

There is an increase in the number of online courses that will be offered by the University of Scranton, and we are trying to get ready for it. There is not only the obvious work to be done, such as assisting faculty members with designing and executing a course. We also have to think about how we can provide our services in an online environment. These services include peer tutoring, writing assistance and services for students with special needs (disabilities).

To help with the financing of new initiatives, we are seeking outside funding and hope that we will be successful. Currently we are applying for funds to allow us to purchase additional assistive technology and to promote universal design (see page 14 in this issue) in the curriculum. We have already given several

workshops on that topic.

I am happy to report that Ms. Kristy Hare, a graduate student in Rehabilitation Counseling at the University of Scranton, is doing her internship with the CTLE. She is currently working closely with Mary Ellen Pichiarello on special projects.

Although we are under considerable pressure with the increased workload we are facing, we are a cheerful group and work well as a team. As always, I feel that it is a great privilege to work with this very special team. Without their dedication and willingness to support each other and work so hard to achieve the mandate of the Center, we would not be the efficient unit that we are. I am very grateful to each of them. ♦

André Oberlé, Ph.D.



The Center for Teaching and Learning Excellence is open for student use for peer tutoring Monday to Friday from 7:00 am to 10:00 pm.

Our offices are open Monday to Friday from 8:30 am to 4:30 pm. Our webpage at <http://www.scranton.edu/ctle> gives information about all of our services including hours of operation for the Writing Center.

UPDATE FROM THE WEINBERG MEMORIAL LIBRARY


Bonnie Strohl, Weinberg Memorial Library



A goal of the Weinberg Memorial Library is to interconnect resources so that once you have found useful materials, you can follow elements in that resource to discover more useful materials. One of the best ways to do this has always been by looking at the subject headings assigned to the item. For example, a keyword search of the Library's catalog on dreams and sleep results in 21 books. Clicking on WebBridge from the results list provides general databases for more information: Wilson Web, ProQuest and PsychInfo. Clicking on one of the titles in the results list, *Dreaming souls: sleep, dreams and the evolution of the conscious mind* carries your search from a book search to a journal search in subject specific databases. A drop down list for each database allows you to execute a search on one of the assigned subjects headings in a database with a single click! Mary Kovalcin and the Library Systems staff Vince Yanusauskas and Jennifer Maher are working on this and other projects to facilitate your efficiently finding the information you need.

If you have any questions about this or other Library services and resources, Ask-A-Librarian:
http://academic.scranton.edu/department/wml/ask_a_librarian.html



The Weinberg Memorial Library



Full Text

Find more information about or similar subtopics at [Wilson Web \(Search all Wilson Web databases\)](#)

Find information about and related sub topics at [JSTOR](#)

Find more information about at [ProQuest](#)

Find information about at [Wiley InterScience](#)

Full Text -- Databases (Subject Specific)

Search [Wilson Web \(Science Databases\)](#) for information about

Search [Wilson Web Business Full Text](#) for information about

Search [Wilson Web Social Sciences Full Text](#) for information about

Search [Catholic Periodical Index --EBSCO](#) for information about

Search [CINAHL Full Text --EBSCO](#) for more information about

Search [Wilson Web \(Humanities Databases\)](#) for information about

Search [MLA International Bibliography --EBSCO](#) for more information about

Search [Wilson Web Education Full Text](#) for information about



Staff Notes



FROM THE DESKS OF

MARY ELLEN PICHIARELLO

Learning Enrichment Specialist, CTLE

and JAMES MUNIZ

Reading Specialist, CTLE

Students With Special Needs - Why Accommodations?

So, why do students need accommodations? We often hear that question. Some pretty dramatic examples of people needing accommodations come to mind, Helen Keller and Stephen Hawking. Helen Keller was left deaf and blind by an illness when she was nineteen months old. Her deafness and blindness trapped her intelligence. A special tutor, Anne Sullivan, worked with Helen Keller to free her intelligence. The scene where Anne Sullivan holds Helen Keller's hand under water and spells water on her other hand has been dramatized on stage and film. This act began the process where Helen Keller's intelligence gained freedom. Through the use of Braille and other accommodations, Helen Keller achieved an education, wrote, traveled, and escaped her imprisonment. Stephen Hawking faced the same kind of imprisonment in a body weakened and made useless by Amyotrophic Lateral Sclerosis (ALS). Speech synthesizers, computer software, and electric wheelchairs provided accommodations that allowed him to learn and communicate his thoughts.

Neither Helen Keller nor Stephen Hawking could have achieved what they did without accommodations. It seems unlikely that the accommodations they received

could be credited with their achievements. Speech synthesizers are of little use if you have nothing to say. Obviously, Stephen Hawking did have something to say.

While we may have less dramatic needs in our setting and perhaps less dramatic accommodations, the accommodations that we provide at the University of Scranton provide similar results. Students may for lack of a better term have "wiring" difficulties in their brain. These difficulties do not prevent them from learning, but the difficulties may cause a delay in retrieval of information from memory and response on a test. Given extended time the student can reconcile these difficulties. Does this accommodation provide an unfair advantage for this student? If someone had not studied and has no memory to retrieve, extended time would seem of no value. If you have no learning to retrieve, all the time in the world will not help. On the other hand, for the student with "wiring" difficulties, we discover what he/she has learned. A student with anxiety problems may receive an accommodation of a distraction free environment for testing purposes. In this environment the student does

(Continued on page 14)



DID YOU KNOW THAT?

150 students with special needs are currently registered with the Center for Teaching and Learning Excellence. They have established their eligibility through medical documentation. The Center provides accommodations for these students in order to level the playing field for them and give them an equal chance. Accommodations may include a distraction-free environment, extended time, and assistive technology. ♦



FROM THE DESK OF EUGENIU GRIGORESCU

Associate Director, CTLE

Descriptive or Design Theory?

Learning theories are ingrained in the educational discourse, yet they are difficult to use as guidance in the instructional process. Whether the discussion is about behavioral or cognitive learning theories, the impasse is the same: the theories are descriptive. They explain how learning occurs, but they do not provide clear paths for instructional approaches to be followed. If one subscribes to a behavioral approach, one views "learning as a change in rate, frequency of occurrence, or form of behavior or response" (Schunk, 2004, p. 17). From a cognitive standpoint, learning is regarded as the "acquisition of knowledge and skills, the formation of mental structures, and the processing of information and beliefs" (Schunk, 2004, p. 18). How is an educator supposed to apply any single or a combination of learning theories in a classroom environment?

Speaking of the uneasiness of using descriptive theories in the learning process, Pogrow (1996, p. 659) stresses the need for theory that is design oriented. He indicates, "It is far more difficult to figure out how to implement [descriptive] theory than it is to generate it. I am reasonably intelligent, and it took me 14 years of almost full-time effort to figure out how to consistently work just four thinking skills into a detailed and effective curriculum" (as cited in Reigeluth, 1999, p. 15).

As opposed to descriptive theories, design or instructional-design theories offer guidance for the learning process. First, they are design-oriented. Instructional-design theories focus on the means to attain stated goals; descriptive theories center on the results. Second, design theories state the methods of instruction and the situations in which they should and should not be used. Third, the methods can be broken into more component parts.

Instructional-design theories address all three learning domains: cognitive, psychomotor, and affective. Not all design theories are created equal. Some are better dealing with one domain over the others. For instance, Romiszowski proposes a design theory dedicated to the acquisition of psychomotor skills. He devises a skills schema and uses it to break skills into a domain or category. Psychomotor skills can be represented on a continuum between repetitive or automated to "planning" or "how-to" skills. Romiszowski creates several stages for skill development, which can be covered iteratively.

Landamatics, a design theory developed by Lev Landa, deals primarily with teaching general methods of thinking. Rather than looking at separate/disconnected pieces of information, the theory takes into consideration general logical structures. As it stands, Landamatics formulates algorithms which are detailed enough to be applied in the teaching process.

The Structured Design for Attitudinal Instruction, developed by Thomas and Elizabeth Kamrath, has the goal of changing a learner's attitude. As the authors note, changing an attitude incorporates knowing how to work with attitudinal dissonance and consistency. Paths are provided for different types of attitudinal changes and an attitudinal needs analysis is performed.

Design theories are important and useful in addressing the needs of educators in the creation of instructional materials and activities. As the short examples above indicate, one can use a particular design theory to devise a classroom activity that addresses specific skills in a particular domain.

Design theories provide guidance to educators, while descriptive theories are intended to offer a better understanding of the outcomes that occur as part of the instructional process.

No matter what type of theory one uses most frequently, the discussion educators should focus on is the shift to a learner-centered paradigm, from "standardization to customization, from a focus on presenting material to a focus on making sure the learners' needs are met" (Reigeluth, 1999, p.19). The paradigm moves the learning from passive to active and promotes authentic vs. decontextualized tasks.

Works Cited

- Reigeluth, C.M. (1999). *Instructional-design theories and models Volume II*. (C.M. Reigeluth, Ed.). Mahwah, New Jersey: Lawrence Erlbaum Associates.
- Schunk, D.H. (2004). *Learning Theories: An educational perspective* (4th ed.). Upper Saddle River, NJ: Pearson Education. ♦

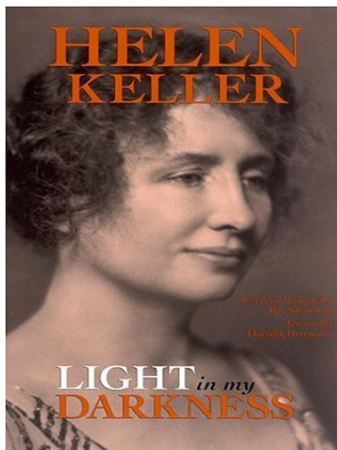
(Continued from page 12)

Pichiarello and Muniz cont'd

not experience the stimuli that feed his/her anxiety. However, if this student has not engaged in study and learning, the accommodation will prove useless. However, if this student has engaged in study and learning, he/she will be able to prove it in the distraction free environment.

The list of accommodations and the reasons for providing them can get lengthy, but all accommodations share the same truth. While they may unlock students' intelligence, they can provide no advantage. Without study and learning no accommodation can help students.

TWO CASES IN POINT



how near the harbour was. "Light! give me light!" was the wordless cry of my soul, and the light of love shone on me in that very hour (From *The Story of my Life*, 1903).

"Have you ever been at sea in a dense fog, when it seemed as if a tangible white darkness shut you in, and the great ship, tense and anxious, groped her way toward the shore with plummet and sounding-line, and you waited with beating heart for something to happen? I was like that ship before my education began, only I was without compass or sounding-line, and had no way of knowing



Stephen Hawking

"I have had motor neurone disease for practically all my adult life. Yet it has not prevented me from having a very attractive family, and being successful in my work. This is thanks to the help I have received from Jane, my children, and a large number of other people and organisations. I have been lucky, that my condition has progressed more

slowly than is often the case. But it shows that one need not lose hope (From Stephen Hawking's web page).

John Perry made the point beautifully when he wrote: "A disabled individual is one who cannot make some movement that the majority of the population can make, or lacks some sensory capacity that the majority of the population has. As a result, an individual with a disability may need to use different means than non-disabled individuals standardly use to accomplish certain goals. Handicaps are created when the tools and infrastructure to support these alternative methods are not available."

So, when does a disability become a handicap? Ron Amundson in his book *Disability, Handicap, and the Environment* states: "A handicap results from the interaction between a disability and an environment; it does not flow naturally from the disability alone. We humans frequently construct our environments in handicap-producing ways. The reason is obvious. We design and construct our environments with a certain range of biologically typical humans in mind" (Amundson 110). ♦



WHAT IS UNIVERSAL DESIGN IN LEARNING?

Universal Design in architecture and technology benefit everyone, not just people with special needs. Think of the curb cuts we all take for granted and the auditory feedback you get on electronic devices.

In terms of curriculum, universal design implies a design of instructional materials and learning activities that allows learning outcomes to be attained with an equal chance by individuals with wide differences in their abilities to see, hear, speak, move, read, write, understand the language, attend, organize, engage, and remember. Such a flexible, yet challenging, cur-

riculum gives teachers the ability to provide each student access 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. ♦



FROM THE DESK OF JAMES MUNIZ

Reading Specialist, CTLE

Strategies for Textbook Reading

The students who seek my help because of poor reading skills continue to display a passive approach to reading. They do read assignments and often make attempts to highlight text although this highlighting can rarely be explained in terms of a strategy to help the students "conquer the text." Nearly all of these students report that often they can read a page of text only to discover that they have no idea what they have read. I have tried to explain to these students that reading a textbook and building meaning from the text is not a simple task. Academic reading requires metacognitive thinking on the students' part and active strategies that will help them build meaning. I have tried to give the students actual strategies that will help them accomplish these tasks.

First of all, students must use their metacognitive skills to monitor their comprehension of the text. Active strategies can assist with this task. For instance, students can utilize check points. Check points are predetermined points in the reading where they will pause and evaluate their comprehension. At the check point they reflect upon the reading and summarize their understanding. The inability to construct a summary suggests poor comprehension and the need for improving comprehension. The placement of a check point may depend upon the difficulty of the material. Perhaps the reader will need a check point after three paragraphs; hopefully, as the reader gains in skill, the check points will cover more material. Another way to monitor comprehension involves the use of guide questions. Almost all reading strategies suggest the use of guide questions. The student composes guide questions by turning headings into questions (e.g. the heading "operant conditioning" becomes what is operant conditioning?). The student reads to answer that question; failure to answer the question signals poor comprehension. Students who discover poor comprehension on their part must have strategies to improve comprehension.

Strategies for improving comprehension may be found in many skills and reading texts. The students must become aware of these strategies and choose the most effective ones. The students must also discover that the

more strategies they have the less likely it becomes that they will find text that they cannot deal with. I present the strategy of pre-reading text to all students. All texts will become easier to read if the student spends five to seven minutes in pre-reading. Reading major headings, examining graphics, reading end of chapter summaries or vocabulary lists, etc. will prepare the students' minds for the type of material contained in the chapter by indicating major themes and topics. I also encourage students to annotate their texts. Perhaps they should actually writing in the margin the summary they compose at their check points. They might mark possible test questions; they might develop some actual strategies for their highlighting. They interact actively with the text. Other strategies may be employed to improve comprehension. Reading difficult sections aloud can help. Rephrasing or paraphrasing text can improve comprehension. If all else fails or the material has particular value, outlining can improve comprehension and allow the reader to discover relationships among ideas in the reading and identify important information.

Students who practice these strategies will find that strategies for monitoring and improving comprehension complement each other. For example, keeping a record of the summary composed at check points will aid comprehension and study. Keeping a record of the answers to guide questions provides the students with study documents that can be valuable for their study plans. The main benefit the students derive from these strategies, however, is the active engagement with the text. They no longer simply decode the text; instead, they employ strategies that allow them to build meaning. ♦





ANGEL NEWS

Aileen McHale

Instructional Technology
& Enrichment Specialist,
CTLE

During the last year, ANGEL 7.2 Learning System was selected to replace Blackboard Basic as the Course Management System at the University of Scranton. Implementation of ANGEL began during the summer of 2007 and is expected to continue through the 07-08 Academic year. Over 460 courses utilized the new courseware during the fall 2007. The next step, which successfully occurred at the end of December 2007, was to move away from the hosted environment onto our own server environment that will reside on campus. There are some important items to make note of since the server on campus has been implemented:

- A website regarding information on ANGEL has been developed and can be found at: www.scranton.edu/angel
- Your ANGEL password is now synchronized with your My.Scranton password.
- The new way to access ANGEL will be through the My.Scranton Portal (my.scranton.edu)
- ANGEL will automatically create blank "shell" courses for all courses taught in future semesters. Courses have already been created for Intersession 2008 and Spring 2008.

Handling course roll-overs:

a) ANGEL to ANGEL

Faculty now have access to "rollover" their ANGEL courses from a previous semester by using the ANGEL "copy" feature. Therefore, it is no longer necessary to complete an online form for the ANGEL Administrator. The process for doing this is very easy. An online tutorial is available at: <http://www.scranton.edu/ctletutorials> - under "Technology Tutorials"

b) Blackboard to ANGEL

To request a course rollover from Blackboard to ANGEL, please complete the online form at http://academic.uofs.edu/departments/diresources/dir/angel_creation.shtml

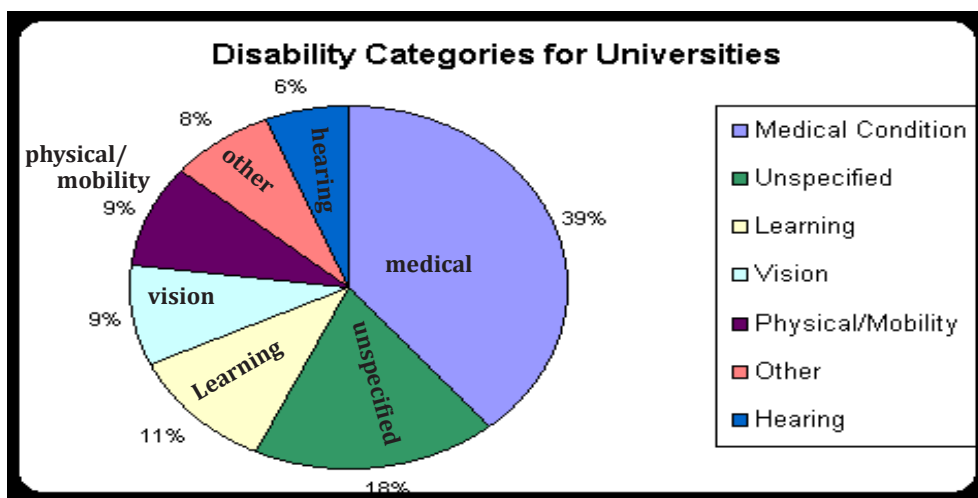
To provide faculty with sufficient resources and time to convert from Blackboard, the CTLE and OIT staffs have put together a comprehensive training and conversion plan (for existing Blackboard users) and will be available to provide assistance throughout this process. Blackboard will continue to be supported through the end of the Spring semester of 2008; however, we encourage you 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. ANGEL training sessions for faculty and staff began in June 2007 and will continue throughout 2008. The ANGEL workshop schedule can be found on the CTLE website at www.scranton.edu/CTLE.

(Continued on p. 17)

Did you know?

More students with special needs than ever are seeking and education at the post-secondary level.

By far the largest number suffer from medical conditions. These disabilities are largely invisible and include attention deficit disorder and severe depression.



(Continued from page 16)

ANGEL NEWS *cont'd*

Some of the new features in ANGEL that were not available in Blackboard include the Learning Object Repository; Discussion Forums allow the ability to grade discussion posts; Gradebook allows ability to drop the lowest/highest grades, grade and view by category and resize column widths; Reports Console provides you with extensive options to query to extract information and statistics in report format; Automation Agents can automate routine tasks using agents (including making Gradebook entries); an Email system that is embedded in ANGEL; and various Collaboration Tools such as Blogs, Wikis, Chat and Instant Messenger.



FREQUENTLY ASKED QUESTIONS AND TIPS ON USING ANGEL

Is there a website containing information on ANGEL?

Yes, a website regarding information on ANGEL has been developed and can be found at:

www.scranton.edu/angel

How do I "rollover" an existing ANGEL course to a new ANGEL course?

Faculty can now perform their own "rollovers" of existing ANGEL courses to new ANGEL courses by using the ANGEL "copy" feature. Therefore, it is no longer necessary to complete an online form for the ANGEL Administrator. An online tutorial is available at:

<http://www.scranton.edu/ctletutorials>

Click on "Technology Tutorials"

Copying an ANGEL Course - (use to "rollover" an ANGEL course from a previous semester).

1. Click the course you want to copy content into from your ANGEL Homepage.
2. Once inside the course, click the Manage tab located on the top right of the page.
3. Click on Import Wizard, which is located inside of the box entitled, Data Management.
4. Click on Copy Course.
5. From the drop down, choose the course you want to copy FROM, and leave the checkboxes selected.
6. Click OK when a dialog box appears asking if you want to backup quizzes before migrating course content.
7. Click the Import button.
8. Click OK once the migration is completed.
9. Click EXIT IMPORT WIZARD. Your content has been migrated.

How can I use ANGEL to track class attendance?

At the course level, click Manage and then Attendance. Click on the "Date" that you want to take attendance for and then scroll to the bottom of the screen. In the drop down menu, choose status "P" to indicate that everyone was "Present" (since this will be the majority). Then you can go back and individually change the status code to something other than "present" where appropriate.

How can I view my course from a student's perspective?

As an instructor, you can click on the sunglass icon in the upper right hand corner to switch preview mode to a student. Click it again to return to instructor mode.

How do I make courses unavailable to students (but available to me)?

First you need to make sure the setting is set to allow instructors to see all "disabled" courses. Then you restrict access to the course to only the instructor. Follow these procedures:

- From the Personal Home Page (not Course Home Page), click EDIT on the Courses Nugget.
- Click the radio button for "Show Disabled" equal to "Yes" and click the SAVE button.
- Next, go into your course and click MANAGE – General Course Settings.
- Scroll to the bottom of the screen to the "Access Settings" section.
- From the drop-down menu next to the "Member Access" field, choose "Editor Only."

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FAQS AND TIPS ON ANGEL *cont'd*

Is there a way to speed up the amount of time it takes to load ANGEL screens (i.e. Discussion Forums)?

Yes, at the Course Level you can set an environment variable to control loading the HTML_EDITOR. Instead of always loading it will create a link to the HTML Editor below the text box. To set this environment variable follow these instructions:

- Access your ANGEL course
- Click MANAGE – ENVIRONMENT VARIABLES
- Click ADD A VARIABLE at the top of the screen.
- In the "Variable Name" field, type: HTML_EDITOR_LINK_MODE
- In the "Variable Value" field type the number "1"
- Click SAVE

Can ERES be accessed from within ANGEL?

Yes, ERES can now be accessed directly from within ANGEL by clicking on the Library Services tab and choosing Electronic Reserves (ERES).

How do I download file submissions from students?

- Click the Utilities menu under the Drop Box
- Select Download Submissions
- Select All or Unread, and click the Download button
- Save the file to your desktop
- Right click the .zip file
- Click the "Extract all ..." link
- Follow the Wizard instructions to create a folder on your desktop
- Open the new folder, and double click on Grade.htm
- Grade each selection, enter feedback and attach a file if desired
- Click the Submit button for each graded submission.

After creating Teams, how can I see the enrollment for each Team?

Click Communicate, then Course Roster on the left hand side. At the top of the screen to the right, click on Teams. Click on the team to view team members.

What is the best way to remove a student from your course?

(Caution: Deleting a student from your course will result in deletion of any data submitted by the student and

data cannot be recovered).

To remove a user, it involves a two step process: first you delete any data existing for the student and then you delete the student.

- Click Manage, Data Maintenance.
- Click the checkboxes in front of the items you want to delete.
- Click the radio button in front of "Selected Users".
- Highlight the name of the student you want to delete.
- Click the button "Delete Items" at the bottom of the screen.

What are the compatibility issues with Microsoft Office 2003 vs 2007 documents?

Microsoft Office version 2007 files are not backwards compatible with Microsoft Office 2003 applications; therefore, they can't be read directly in Microsoft Office 2003 applications. Instructors can either require their students to only submit Microsoft Office 2003 files to them or call the Help Desk (x4357) to get assistance on how you can download and install a Compatibility Pack for the 2007 Office System.

If I use the Personal Object Repository in ANGEL, will changes I make to items automatically be reflected in my course(s)?

ONLY changes made to "linked" items in your course will automatically reflect the changes. Items that are copied will not reflect changes.

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ANGEL NEWS *cont'd*

What are the advantages to using the Learning Object Repository (LOR)?

Please Note: Any item in the LOR that requires student feedback (i.e. Disc. Forums) must be "COPIED" into your course (not linked).

- 1) LOR's are useful when you have multiple sections of a course that share much of the same content (w/o roster merging). Each course could link to files in the LOR.
- 2) LOR's are useful in handling large multimedia files. You only have to upload them once in the LOR and then "link" to them from within your courses.
- 3) Entire folder access - LOR's allow you to have access to entire folders that contain files. From within your course, you would "link" to the folder and as files are changed/added/deleted the changes would automatically be reflected.
- 4) LOR's are useful for creating "test banks" from which you would create tests or quizzes within the LOR and draw questions from. Then from within your course you would "copy" the tests or quizzes into your course. Note: they must be copied because they require student feedback.

How do I Update files in the Repository (do not Delete them)?

First, do not Delete any items in the Repository that you have linked to from within a course, as it will result in removing the "association" between the two areas. Instead, follow these instructions to update a file:

- Click on the UTILITIES menu option below the item you want to replace.

- Choose RE-UPLOAD FILE and then click BROWSE to find the replacement file.
- Enter a Title if desired and then click UPLOAD FILE.
- Click OK when complete.

How do I know when to "copy" or "link" items in my repository?

The "rule of thumb" for knowing when you should "copy" or you should "link" items from your repository is: "If the item requires feedback from students (i.e. assignment drop boxes, tests/quizzes, discussion forums etc.) then it should be "COPIED" from the repository into your course so that the feedback goes into your course". Otherwise, you should "LINK" to the item.

Please note that only "LINKED" items remain associated with the repository, therefore, changes made to linked items will automatically be reflected in your course. "COPIED" items, on the other hand, do not remain associated with the repository and therefore changes made to them in the repository WILL NOT be reflected in your course.

Resources Available

Faculty interested in obtaining assistance with technology in teaching and learning can contact the CTLE Instructional Technology and Enrichment Specialist, Aileen McHale, at 941-4365 to make an appointment or visit the Resource Lab (STT 589). ♦



JUST A REMINDER!

Please remember that the University of Scranton is switching from Blackboard to the ANGEL course management system. **Blackboard will be terminated at the end of May 2008!**

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

Don't be caught unprepared in August!



FROM THE DESK OF TOM LEONG

Math Specialist, CTLE

Knowing where you are going

The legendary baseball figure, Yogi Berra, renowned for his awkward witticisms, once said, "You've got to be very careful if you don't know where you're going, because you might not get there." A lack of direction is one of the most common problems we find in tutoring math students. Not only do students have trouble finding their way ("What's the next step in solving this problem?"), but also they may not have a clear idea of what the resulting mathematical understanding will look like when (and if) they attain it ("Is this problem done yet?").

Effective teaching is the result of careful preparation. For a math class, much of that preparation focuses on content and examples rather than the outcomes of instruction. The formulation of student learning outcomes provides the instructor with a guide to lesson-planning, implementation, and assessment, and provides students with direction and a clear description of where they're going.

What are student learning outcomes?

We give only a brief definition of student learning outcomes (SLOs), sometimes called student learning objectives. For an in-depth description, see the wonderful article [1] in the inaugural issue of this newsletter. As opposed to goals, which are broad and overarching, SLOs are more limited, concrete and specific. SLOs are the small educational steps that learners take in pursuit of their goals. Ideally, SLOs should include three components:

1. Behavior: a description of the behavior the student will take as result from instruction.
2. Conditions: a characterization or description of the condition under which the student will exhibit this behavior.
3. Standard: a characterization or description of the standards that can be used to judge the success of the student.

For instance, in a given pre-calculus course, one SLO

might be: Given a quadratic inequality (condition), use a graph, algebra, and the quadratic formula (behavior), to solve the inequality or show that no solution exists (standard).

Isn't this much clearer than "You will be responsible for Section 1.8 in our textbook"?

Who benefits?

Math departments benefit. Describing the content of a math course by a list of SLOs (as opposed to sections in the text) renders the course textbook-independent. This gives the course more stability; should there be a textbook change, SLOs provide more continuity in the course from one semester to the next and avoid time-consuming revisions of syllabi. SLOs also ensure a greater degree of uniformity in multi-section courses taught by many different instructors.

Instructors benefit. Not only do SLOs provide a guide in lesson-planning, implementation, and assessment, but also give a much more realistic impression of how much material can be covered. This helps instructors focus on what they want students to actually learn and gain from the class. This is essential for math courses which are almost always prerequisites for future math courses.

Students benefit. Explicit SLOs help students prepare for quizzes and test---they answer the oft-asked "What will be on the test?"---and also make the students' review time more efficient. One study on the use of SLOs in math courses elicited responses from students such as: "I felt the harder I worked, the more my grade would reflect the effort."

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FROM THE DESK OF MARY BURKHART

Writing Center Coordinator, CTLE

RefWorks® Works For You

What faculty member has not bemoaned the fact that many students – for whatever reason – will not familiarize themselves with a style manual, nor use it as a reference to integrate and document their sources accurately? Whether they have grown accustomed to using a corrupted version throughout high school or whether past faculty have not insisted on accuracy and consistency, many students just do not see what the big deal is with references. They do not think that proper format and documentation should count for much of their grades. But these things are important, and they should count. After all, knowing how to integrate and document sources not only keeps readers on track, but also bolsters the writer's reliability and credibility and helps students learn to avoid plagiarism, a problem that continues to plague us. Many writing faculty have tried numerous ways to get students to follow the guidelines in our disciplines, often without much success. Likewise, after having been on the receiving end of countless inadequate in-text citations and ill-constructed Works Cited or References pages generated from the many faulty electronic citation programs, many of us wonder if we will ever find one that actually bridges the gap. I am happy to report there is one that seems promising – Ref Works.

RefWorks is a powerful research tool that the Weinberg Memorial Library has subscribed to. RefWorks allows registered users to:

- build databases of research records
- import sources from numerous sources online
- organize and manage information
- share information
- format bibliographies and manuscripts
- change formats quickly and easily

In addition, once registered, users can install a small utility program that gives access to Write-N-Cite. Users can then easily insert parenthetical citations into MS Word documents. And since the library is paying for the subscription, any member of the University of Scranton community has access to RefWorks – at no charge!

Sounds good, doesn't it? Wait. Once you have registered and started to build your own database, you can store an

unlimited number of records on the web. No downloading of software required. Plus, RefWorks is compatible with:

- Windows
- Mac
- UNIX
- Linux

Still not sure? RefWorks automatically makes upgrades available to users at no additional charge; you will not have to reload or reinstall any software.

Additionally, RefWorks provides numerous easy-to-use tutorials, notes the on-line running time of most, and breaks them down into RefWorks Basics, RefWorks Advanced tutorials, and RefShare. Any of these tutorials can be printed out as well, so you can decide which tutorials to watch without getting caught up in an overly long presentation. Here are a few examples from RefWorks Basics:

- Why Bother? (:45 sec.)
- Logging Into RefWorks (1:26 min.)
- Navigating Around RefWorks (2:02 min.)
- Getting Your References into RefWorks (:12 sec.)
- Import from an Online Database Service (3:19)
- Importing Text Files (6:25 min.).

Here are a few from RefWorks Advanced:

- Advanced Searching and Lookups (3:28 min.)
- Viewing, Sorting, and Printing References (5:25)
- Editing Multiple References (2:47 min.)
- Other Ways of Importing Data into Your Account:
 - Capturing Data From A Web Page (4:11 min.)
 - Importing From RSS Feeds (3:45 min.)

Here are the two tutorials from RefShare:

- Sharing Your RefWorks Database (no time given)
- Navigating a Shared Folder or Database (no time)

I set the RefWorks for MLA, 6th edition and used it in a short practice paper, to see how well it actually function-

(Continued on p.22)



FROM THE DESK OF MARY ELLEN PICHIARELLO

Learning Enrichment Specialist, CTLE

How Important Are Tutoring Recommendations from Faculty?

During finals week in the fall and spring semesters, the CTLE sends an email to all full-time and part-time faculty members asking for assistance in identifying outstanding students who have the potential to be good tutors. The students who are recommended by faculty members possess a strong balance between knowledge of course content and interpersonal skills. We want to stress how much these faculty recommendations add to the value of the peer tutoring program. Over 80% of the students hired as peer tutors each semester come from the faculty's response to the email request.

We present you with these figures to demonstrate the importance of your recommendations. We realize that finals week is one of the busiest times of an academic's

life. We realize that faculty will deal with a great deal of "paper" during this time. However, by taking the time to recommend students that you have had a semester to observe and evaluate, you can have an effect on students beyond your classroom. A great many students take advantage of the peer tutoring program. The peer tutors help these students with content, but peer tutors also demonstrate through their interactions with students academic behaviors that make success more likely. At the end of this semester when you get that request from CTLE to identify students who have the potential to be good tutors, we hope you will give it serious consideration because of the impact your recommendation could have on student success. ♦

(Continued from page 21)

REFWORKS® cont'd

tioned. I used the essay, "The Damnation of a Canyon," by Edward Abbey. In his essay, Abbey argues that the canyon should be restored to its original state (95). I then imported a citation from page 30 of Abbey's book titled *Desert Solitaire* about the beauty and bizarre nature of the yucca plant into my paper (30). I kept typing to figure out why the citations I had inserted did not look like the proper MLA citations I had expected. They looked odd: {{13 Abbey, Edward 1984; }} and {{15 Abbey, Edward 1988; }}. However, once I generated the Works Cited page, Write-N-Cite translated it into what looked like a proper MLA in-text citation. Not bad.

But, as with any electronically generated citation aid, always double check your entries until you are certain what the program can do and where you need to guide it a little. You will notice that the tutorials will routinely remind you to double check your work. For example, the system translated the above codes into these citations: (Abbey 95-104) and (Abbey 238). Since I did not want the inclusive page numbers in my first citation or

the total number of pages in the second, I needed to go back and figure out how to cite just one page. Fortunately, when you click "Cite" in Write-N-Cite you can also click on "Edit Citation" (located in the upper right corner). Here, you can suppress whatever information you deem superfluous or redundant. Since I needed only the page number in each of the above Abbey citations, I was able to suppress what I did not need.

I actually thought RefWorks worked well. The Works Cited page it generated looked great, except for the extra space after the title, "Works Cited," the extra space between citations, and the fact that it began immediately following the conclusion of the paper rather than on a separate page. Why? I have no idea. Am I persnickety? I don't think so. According to the 6th edition of the *MLA Handbook for Writers of Research Papers*, "Center the title, Works Cited, an inch from the top of the page. Double-space between the title and the first entry. . . . Double space the entire list, both between and within entries" {{14 Gibaldi, Joseph 2003/ y/s145;}}. Of course, it is a *simple matter to insert a*

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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). ♦

(Continued from page 22)

REFWORKS® cont'd

page break and delete the extra spacing, but it is something you need to be aware of in order to correct it.

Despite the need for minor adjustments, students can benefit greatly from using RefWorks and Write-N-Cite. Of course, it would be best for them to use them with an understanding of the required style guidelines. Without

that understanding, students will not catch any potential variations.

In your research, you will appreciate RefWorks. Whether you use MLA, APA, Turabian, Chicago, some other system, after spending a little time exploring the program, you and your students will find it flexible and easy to use. Sign up for an account. Have your students sign up. RefWorks may well be the electronic research tool we have been waiting for. ♦

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);
- be deemed to be "other-wise qualified" despite the disability 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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KNOWING WHERE YOU ARE GOING *cont'd*

An old, most likely fictional, anecdote about Michelangelo tells this story: Michelangelo once sought the assistance of a marble-hewer. The man was amazed to find that Michelangelo's careful directions—"cut this, file here, polish there"—yielded a remarkable marble sculpture.

"What do you think of it?" Michelangelo asked. "I think it's fine," the man replied, "and I am much obliged to you. By your means I have discovered a talent that I did not know I possessed." With a sense of direction, instructors can unleash the artist in their students. SLOs can reduce the fear and guesswork students find in math, and ultimately free them to think, learn, and understand. ♦

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.

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FEEDBACK cont'd

I have heard identical stories from many other individuals. It seems, my own experience was a common one.

So, what could and should that professor have done? First, he should have spoken to the class as a whole after grading the very first paper and drawn our attention to some common mistakes. If he was overwhelmed by the size of the class, he could have used rubrics to draw our attention to where we fell short. Most of all, he should have provided meaningful feedback that not only indicated what was wrong but how it was wrong, so that we could correct it and learn from our mistakes. If a professor uses rubrics, two things will be assured. Students will know exactly what the professor's expectations are and what weight will be given to which aspects of the paper. Grading the papers will be much simpler, because the professor can simply circle the appropriate item and add a constructive comment either in the paper or on the rubric form itself.

The feedback should be worded in such a way, that the student can clearly see where (s)he has gone wrong and find a remedy for the mistake. More desirable still, would be a brief meeting with the student to ensure everything has been understood clearly. Of course, where the student has done well, that should also be acknowledged. The wording of the feedback is extremely important, as it is very easy to hurt the student's feelings and therefore get nowhere. If the comments are constructive, they will more likely result in positive results. Rubrics take a bit of time to construct, but are well worth the effort and save a lot of time during grading.

There are many websites devoted to this topic and many of them sport rubric generators. Once designed, existing rubrics can be easily adapted to new assignments. You might want to start with the following web site: <http://www.iuk.edu/~koctla/assessment/rubrics.shtml>

We have spoken here only about the feedback to formal papers. Needless to say, the same principles apply to feedback in the classroom during discussions or whenever student comment is elicited. The student speaking needs to know whether or not (s)he is on the right track. Students will have to learn how to receive constructive criticism. Piccinin explains in his work *Feedback: Key to Learning*:

An important consideration in receiving feedback is its source and the relationship between the source and recipient. Students expect and want honest, accurate feedback that includes praise, points out weaknesses, and presents particular strategies for improvement. In addition to their level of self-confidence, the level of

trust and acceptance in the relationship with the giver become critical factors in the receiver's ability to accept the feedback. Researchers note that students' perception of their professor's interactional fairness—the extent to which the professor's interactions with them are impartial, respectful, caring, supportive, sincere, and appropriate—influences their acceptance of feedback (Forsyth, 2003). The same is true for teachers when they are receiving feedback from students. However, there is another factor at play in this situation. There is a major status difference between students and teachers. The question arises as to whether feedback from subordinates is as likely to be well received as feedback from a superior or even a peer (Piccinin, 2003, 46).

The timeliness of feedback is equally crucial. Timely feedback addresses recent behavior and therefore will be more effective than comment on behavior that occurred some time ago. Timely feedback has the added value of allowing recipients to change their approach to other projects that may be due soon after the first one, i.e. they can apply the insights they have gained from good feedback in a practical manner soon after it has been given.

It is important to always include suggestions for improvement in our feedback to students. Some professors feel that students ought to be able to infer what course of action is necessary to improve. That is very often not the case, particularly when dealing with freshmen. Besides that, even constructive criticism can be misunderstood. So, it is wise to check whether the comments have been understood. If the feedback is oral, we must watch our tone of voice and body language.

Work Cited

Piccinin, Sergio J. (2003). *Feedback: Key to Learning*. Green Guide No. 4. Halifax NS: Society for Teaching and Learning in Higher Education.

Suggested Further Reading:

Brinko, K (1993). The Practice of giving feedback to improve teaching. *Journal of Higher Education*, 64 (5), September-October, 574-593.

Piccinin, S., Crisit, C & McCoy M. (1999) The impact of individual consultation on student ratings of teaching. *The International Journal for Academic Development*, 7(2).

Stevens, D, Levi A. (2005). *Introduction to rubrics: An assessment tool to save grading time, convey effective feedback and promote student learning*. Sterling VA: Stylus. ♦



DR. RONALD TAKAKI TO SPEAK ON CAMPUS

Wednesday, April 9, 2008

University of Scranton, The Patrick and Margaret DeNaples Center, 401

7:30 pm – 9:00 pm

"Why Multiculturalism Matters" (Public Lecture)

Thursday, April 10, 2008

University of Scranton, Brennan Hall, Room 509

11:30 am – 1:00 pm

"We Will All Be Minorities: A Curriculum for the 21st Century" (Faculty Workshop)

As a scholar of America's past, Ron Takaki has been peering into our society's future. The 21st century, he notes, will witness a tremendous expansion of our racial and ethnic diversity. The 2000 Census revealed that Americans of European origins had become a minority in California—like African Americans, Asian Americans, Latinos, and Native Americans. What has happened in the Golden State will happen across the country by 2060. Indeed, we will all be minorities. But, Takaki asks, how and why did our nation come to be so ethnically and racially diverse? How can we incorporate the teaching of diversity into the curriculum for the coming century?

In answering these questions, Takaki presents a lively and inspiring multicultural people's history of America. His perspective does not lead to what Schlesinger denounces as "the disuniting of America." Rather Takaki's "re-visioning" of the past is essential for the uniting of Americans with each other as well as the rest of the world. He invites us to embrace a truth discerned by Herman Melville over a hundred years ago: "America was settled by peoples of all nations. Spill the blood of an American, and you spill the blood of the world. We are not a narrow tribe." Our nation's history, more inclusively and hence more accurately understood in a "different mirror," offers us the opportunity to create a community of a larger memory.

Of special interest to: History and sociology faculty; Social studies teachers, Teacher Education faculty; Pre-service teachers, K-12; Curriculum and instruction faculty; Curriculum coordinators: Chief curriculum administrators.

Dr. Ronald Takaki, an internationally recognized scholar, has been a professor of Ethnic Studies at the University of California, Berkeley, for over 30 years. His course, Ethnic Studies 130, "The Making of Multicultural America: A Comparative Historical Perspective," provided the conceptual framework for the B.A. program and the

Ph.D. program in Comparative Ethnic Studies as well as for the university's multicultural requirement for graduation, known as the American Cultures Requirement.

Takaki's eleven books are a profound addition to the scholarship on diversity and history. *Iron Cages: Race and Culture in 19th Century America* (Knopf, 1979) has been critically acclaimed. *Strangers from a Different Shore: A History of Asian Americans* (Little, Brown, 1989) was selected by the San Francisco Chronicle as one of the best 100 non-fiction books of the 20th century. *A Different Mirror: A History of Multicultural America* (Little, Brown, 1993) was chosen for an American Book Award and was hailed by Publishers Weekly as a "brilliant revisionist history of America that is likely to become a classic of multicultural studies." A passionate advocate for multiculturalism, Takaki debated Arthur Schlesinger, Jr. at the opening plenary session of the 1997 conference on American Diversity and American Foreign Policy, sponsored by the Council on Foreign Relations. Takaki also debated Nathan Glazer four times, beginning in 1980. These intellectual exchanges were one of the reasons for Glazer's changed thinking announced in *We Are All Multiculturalists Now*. In 1997, Takaki participated in a White House meeting with President Bill Clinton to help brainstorm ideas for his major speech, "One America in the 21st Century: The President's Initiative on Race."

Dr. Takaki's visit to the campus of the University of Scranton is sponsored by The Equity and Diversity Office, The Multiculturalism Center and The Center for Teaching and Learning Excellence and supported through a Diversity Grant from the University of Scranton. ♦

THE CTLE ADVISORY GROUP

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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.