Reflections on Teaching and Learning

Volume 4, Issue 1 — Fall 2008

CENTER FOR TEACHING AND LEARNING EXCELLENCE

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UNIVERSAL AND SYSTEMATIC DESIGN INSTRUCTION FOR ACCOMMODATING DIVERSE LEARNING STYLES IN CRIMINAL JUSTICE

Thomas E. Baker, Ph.D. and Loreen Wolfer, Ph.D., University of Scranton

Criminal Justice Education must address numerous new challenges in the Twenty-first Century including student diversity, disabilities and differences in learning styles. Social change stemming from these educational issues will result in many intended and unintended consequences for administrators, faculty and students. Higher education is on the horizon of a new frontier that will require strategic planning to avoid unintended consequences. The means for achieving success in the midst of social change remains research and experimentation. Adaptive teaching methods require innovation and technology. Universal Design for Instruction (UDI) and Systematic Design of Instruction (SDI) provide the foundation for meeting these new challenges.

This paper explores selected advantages of applying UDI teaching strategies to introductory criminal justice courses. "The general concept of Universal Design of Instruction includes a specific set of principles to systematically incorporate accessible features into a design instead of retrofitting changes or accommodations. As applied in the field of architecture, UDI results in the creation of environments and products that are as usable as possible by a diverse range of individuals" (Follette, Story, Mueller, and Mace, 1998).

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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

On behalf of the Center for Teaching and Learning Excellence, I take great pleasure in extending greetings and best wishes for a successful conclusion to the fall semester. We hope that this issue of the Newsletter will be an inspiration to you and urge you and our students to make full use of the services the CTLE offers.

In this issue, we offer you articles on classroom practice, while a listing of our Faculty Advancement Series shows you workshops on a number of important topics.

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UNIVERSAL & SYSTEMATIC DESIGN *cont'd*

Moreover, the twin application of the SDI curriculum revision, i.e., philosophy, instructional goal, organizing centers, and learning objective criteria support the learning process. SDI and UDI strategies are mutually reinforcing philosophies and concepts. Mutual goals include (1) equitable use, (2) tolerance for error, (3) flexible methods of instruction, (4) access, and (5) inclusiveness. In addition, the synthesis of SDI and UDI includes implementation of computer technology and other active learning strategies to meet needs of diverse learning styles.

STRATEGIC ISSUES

The traditional higher education population includes new students from diverse ethnic and racial backgrounds. Many of these students represent dissimilar cultures, and English may be their second language. For some, an inferior secondary education may place them at a competitive disadvantage. Proactive UDI oriented strategies and SDI may assist motivated individuals in achieving academic success.

The Americans with Disabilities Act (ADA) and Individuals with Disabilities Education Act (IDEA) intents are to create educational opportunities and access to higher education. Students are challenged by a multitude of disabilities and learning disorders. Unfortunately, adjustments in strategic planning, resources and teacher training are inadequate at the higher education level. The climate may exist for change, but the means for recognizing and adjusting the learning environment to meet the needs of this population are generally insufficient.

Four strategic trends drive curriculum and pedagogical reform: (1) curriculum reform associated with higher educational accrediting agencies, (2) effective instruction by faculty is now viewed as a critical element in the accessibility of learning environments (Scott & Gregg, 200); (3) Section 504 of the Rehabilitation Act of 1973; and (4) the Americans with Disabilities Act (ADA) provides equal access of otherwise qualified students with disabilities.

NEEDS ASSESSMENT

Exactly how equal access applies to instruction is less clear in higher education (Brinckerhoff, McGuire & Shaw, 2002). The lack of instruction clarity leads to miscommunication and is often left to the individual judgment of faculty members. The application of UDI, SDI active learning strategies and computer technology provides varied educational modalities to meet the needs of diverse learning styles. In addition, UDI and SDI assist students with overcoming disabilities in the classroom.

Identified students may reflect a fraction of the total students with disabilities. Many students are reluctant to declare their disability because they fear the associated stigma and discrimination. Others are unaware of their disabilities, especially those with moderate or mild disabilities. Administrators and faculty members may not assess this group appropriately and regard them as not motivated to learn. They may fall into the category of academic probation or dismissal, in spite of excellent potential.

CRIMINAL JUSTICE FOUNDATIONS

Criminal justice programs reflect diverse philosophies and teaching belief systems. An assortment of titles and descriptions identify introductory criminal justice course. Some introductory courses meet the criteria for general social science requirements while others are restricted to the criminal justice program. Regard less of orientation or approach, excellent educational methodologies offer students choices in the learning process.

Introduction to criminal justice courses may be listed under assorted titles; however, the content generally remains consistent. Foundation courses examine the study of criminal justice, law enforcement, judicial process and corrections. Introduction to criminal justice is the most important course in the curriculum because it often serves as the initial encounter with first-year students. The success of the criminal justice program may hinge on the quality of instruction. Introduction to criminal justice courses are the primary entry and exit points for students to change to other majors.

The introductory course sets the foundation for required and elective courses in the criminal justice curriculum. Students often decide whether they will pursue additional criminal justice courses based on this initial experience. "Students from other majors can also broaden and strengthen their undergraduate experience through criminology and criminal justice course" (Flanagan, 2001).

Criminal justice professors teach diverse populations in the introduction to criminal justice course from academic disciplines including: neuroscience, psychology, political science, business, and human services. Students with excellent academic skills welcome the chal-

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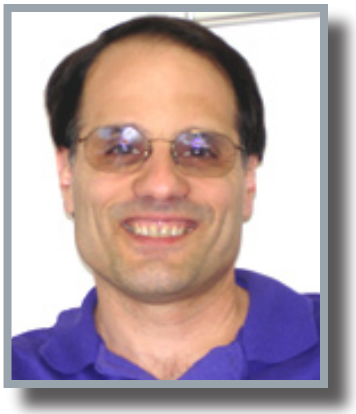
FACULTY LIAISONS TO THE CENTER FOR TEACHING AND LEARNING EXCELLENCE

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."



Dr. Anthony Ferzola

The Liaisons also lead the CTLE First-Year Faculty Mentor-Mentee Program. The mentoring program is designed to develop the relationship of the mentor and mentee within an educational paradigm that is mutually shared. New faculty who are first-year, full-time, tenure-track are provided a mentor outside of their department. The goal is to faciliate new faculty's transition into the University of Scranton community and provide information regarding their teaching, scholarship, and service responsibilities.

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

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UNIVERSAL & SYSTEMATIC DESIGN *cont'd*

lenge; professors are obliged to meet their scholarship expectations. Experienced sophomores, juniors and seniors often contribute to the competition for incoming first-year students.

UNIVERSAL DESIGN FOR INSTRUCTION

Why is the UDI system important to teaching introduction to criminal justice? The course introduces new students to the criminal justice program. Therefore, the UDI philosophy and goals are important and related to specific foundation learning outcomes. Moreover, the UDI approach meets the needs of students with diverse learning styles and disabilities. The UDI approach requires the systematic design of instruction, diverse active learning strategies, critical thinking and problem solving.

The principles of UDI are applicable to higher education. A more systematic method of meeting the needs of diverse learners is required. UDI is such a model (Scott, McGuire, Shaw, 2001). The quality of instruction and faculty effectiveness are critical requirements in the accessibility of learning environments (Scott & Gregg, 2000). The following paragraphs are examples of the UDI system approach. The framework of the nine principles of UDI has been adapted from the Center for Universal Design, 1997 (Shaw & Dukes, 2001) and illustrated by Scott, McGuire, and Shaw (2001). This guide assists faculty in contemplating and developing instruction for a broad range of students. The authors have modified and adapted the UDI system to teaching an introduction to criminal justice course.

Equitable use
Instruction is designed to be useful to and accessible by people with diverse abilities. It provides the same means of use for all students, identical whenever possible, equivalent when not. Example: Using web-based courseware product with links to on-line resources so all students can access materials, regardless of varying academic preparation, distance from campus, etc. Criminal justice example: the instructor developed various teaching modalities, i.e. Blackboard web site, commercial web site, lectures, group dynamics and student problem solving.

Flexibility in use
Instruction is designed to accommodate a wide range of individual abilities. It provides choice in methods of use. Example: Using varied instructional methods (lecture with a visual outline, group activities, use of case studies, or web-based discussions) to support different ways of learning. Criminal justice example: the instructor allows students additional time for exams by scheduling office hours between classes, online practice tests and advanced notice concerning paper submission requirements.

Simple and intuitive instruction
Instruction is designed in a straightforward and predictable manner, regardless of the student's experience, knowledge, language skills, or current concentration level. It eliminates unnecessary complexity. Example: Providing a grading scheme for papers or projects to clearly state performance expectations. Criminal justice example: the instructor provides models for written assignment and lists specific requirements for paper submissions.

Perceptible information
Instruction is designed so that necessary information is communicated effectively, regardless of ambient conditions or the student's sensory abilities. Example: Selecting textbooks, reading material, and other instructional supports in digital format so students with diverse needs can access materials through print or by using technological supports (e.g., screen reader, text enlarger). Criminal justice example: the instructor selects textbook materials that are directly connected to the Blackboard web site. The supplementary materials include digital format and hard copy student workbooks.

Tolerance for error
Instruction anticipates variation in individual student learning pace and requisite skills. Example: Structuring a long-term course project with the option of turning in individual project components separately for constructive feedback and for integration into the final product. Criminal justice example: the instructor provides lead-up and practice exercises that assist students in developing skills for long-term projects; i.e. dismisses classes early and coaches individual students.

Low physical effort
Instruction is designed to minimize nonessential physical effort in order to allow maximum attention to learning. Note: This principle does not apply when physical effort is integral to essential requirements of a course. Example: Allowing students to use a word processor for writing and editing papers or essay exams. Criminal justice example: the instructor posts lecture notes online prior to class so students are engaged in less writing and remain focused on the lecture.

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FACULTY ADVANCEMENT SERIES

Fall Semester

For workshops on ANGEL, please see page 7

— Wednesday, September 24, 2008; 2:30 pm-4:30 pm; STT 590
Fast and Fair Methods to Grade Written Work—and More

Facilitator: Dr. Linda B. Nilson (Clemson University)

After taking this workshop, participants will be able to assess/grade the written work of their students (and more) quickly, fairly, objectively, efficiently, and confidently using holistic grading methods. They will be able to develop and use rubrics that will provide valuable feedback as well as solid justifications for the grades assigned. Refreshments will be served.

— Tuesday, September 30, 2008; 11:30 am-1:00 pm; STT 590
Teaching Enhancement Grants and Online Course Stipends

Facilitators: Eugeniu Grigorescu (CTLE), Dr. Robert McKeage (Management-Marketing) and Dr. Rebecca Spirito Dalgin (Counseling)

The annual Teaching Enhancement Grants are awarded to instructors who wish to invest their time and resources to innovatively enhance their courses to promote student learning. Development Stipends for Online Courses support faculty members who nurture student learning through the creative use of ANGEL. This presentation will showcase the projects of two faculty members who have received these funds and have successfully completed their projects. A light lunch will be served.

— Tuesday, October 21, 2008; 11:30 am-1:00 pm; STT 590
Setting Objectives for Online Course Evaluations

Facilitators: Dr. Marian Farrell and Dr. Anthony Ferzola (Faculty Liaisons to the CTLE)

Course Evaluations can be an important tool for improving our teaching practice. In order for these evaluations to be useful tools, instructors must carefully set their goals and objectives by the deadline provided. By not doing so, you will significantly decrease the validity of the comparison process. This adversely affects all faculty members. Non-completion of objectives means that no objectives will appear for students to evaluate. Both the student online survey and your final course summary results will indicate that you did not identify any objectives. A light lunch will be served.

— Thursday, October 23, 2008; 11:30 am-1:00 pm; STT 590
Providing Effective Support for Students with Disabilities

Facilitator: Dr. Larry Silver, MD (Georgetown University)

It is a well known fact that when individuals with disabilities are given the proper support they can perform ex-

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FACULTY ADVANCEMENT EVENTS *cont'd*

ceptionally well. Two examples that spring to mind immediately are Helen Keller and Stephen Hawkins. We are not talking here of giving people special privileges that will give them an advantage over others. Instead, we attempt to level the playing field to give everyone an equal chance. This workshop will look at some of the challenges faced by individuals with special needs and examine what can be done to help these individuals reach their potential. In particular, we will examine how service providers such as the CTLE, counselors, advisors, and professors can work as a team to enhance the learning environment for students with special needs. A light lunch will be served.

— Thursday, November 13, 2008; 11:30 pm-1:00 pm; STT 590
Writing Effective Course Syllabi

Facilitators: Dr. Marian Farrell, Dr. Anthony Ferzola (Faculty Liaisons to the CTLE)

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

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UNIVERSAL & SYSTEMATIC DESIGN *cont'd*

Size and space for approach and use
Instruction is designed with consideration for appropriate size and space for approach, reach, manipulations, and use regardless of a student's body size, posture, mobility, and communication needs. Example: Using a circular seating arrangement in small class settings to allow students to see and face speakers during discussions—important for students with attention problems. Criminal justice example: the instructor divides students into groups of 4-5 and students provide interactive solutions to Blackboard activities.

A community of learners
The instructional environment promotes interaction and communication among students and between students and faculty. Example: Fostering communication among students in and out of class by structuring study and discussion groups, e-mail lists, or chat rooms. Criminal justice example: the instructor provides the opportunity to participate in e-mail and Internet website communications across the nation with other students participating in the criminal justice course.

Instructional climate
Instruction is designed to be welcoming and inclusive. High expectations are espoused for all students. Example: Creating a statement on the syllabus affirming the need for students to respect diversity, underscoring the expectation of tolerance, and encouraging students to discuss any special learning needs with the instructor. Criminal justice example: the instructor provides a learning contract specifying educational philosophy, respect for others and participation.

The UDI system provides a systematic process to meet the needs of diverse learners. An increase in students with learning disabilities requires accommodations and modifications in pedagogical methods, imagination and curriculum expertise. Moreover, this inclusive approach improves the quality of instruction, communication and learning climate for all students.

UDI applies to lectures, classroom discussions, group work, and related supplementary support materials in the learning climate. Internet-based instruction, case studies, fieldwork, and other academic activities and materials complement the UDI approach. Inclusive methods provide students with meaningful access to the curriculum by assuring access to the learning environment. The combination makes course content and activities accessible to people with a wide range of abilities, disabilities, ethnic backgrounds, language skills, and learning styles (Scott, McGuire & Foley, 2001).

SYSTEMATIC DESIGN OF INSTRUCTION (SDI)

The need to analyze, construct curriculum and improve the quality of instruction involves a planned effort. The taxonomy of educational philosophy, goals and learning objectives received special emphasis in the early educational research (Bloom, 1956). Since that era a multitude of researchers published texts on the subject; some modern versions include Anderson, et. al., 2001;

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CTLE DIRECTOR'S REPORT

André Oberlé, Ph.D.

Director, Center for Teaching and Learning Excellence

We have had a very busy summer and fall at the Center for Teaching and Learning Excellence. During this time, the Center worked with a considerable number of faculty members who switched from Blackboard to ANGEL. In addition, we presented a considerable number of workshops on teaching-related issues. The Center brought in two speakers of international stature: Dr. Linda Nilson (Clemson University) and Dr. Larry Silver (Georgetown University). Dr. Nilson spoke on effective ways of grading students, and Dr. Silver spoke on meaningful accommodations for students with disabilities.

The Faculty Liaisons, Dr. Marian Farrell and Dr. Anthony Ferzola, were very busy designing a new Mentor/Mentee program for first-year faculty members. Up to this year, this program was led by the Office of Research Services as a collaborative program between their office and the CTLE. The program deals with the typical issues faced by first-year faculty and pairs each new faculty member with an experienced colleague who acts as a resource person. Both mentors and mentees attend monthly meetings at which presentations on important issues are given, and where new members can network with each other. The program is already very successful. It features presentations and workshops by in-house experts on various teaching and learning issues. During the fall, two experts were brought in, Dr. Linda Nilson to speak on the topic of stimulating discussion through meaningful questioning and Dr. Antonio Calcagno to speak on the importance of learning styles.

During the past year, we were able to secure funding from the Verizon Foundation. Through the efforts of Aileen McHale, our Instructional Technology and Learning Enrichment Specialist, we were able to secure funding in the amount of $10,000 to upgrade computer facilities in the Center. An open house was held on October 17th, so that the University community was able to see presentations on the various new things we can do as a result of this upgrade. These presentations dealt with pen-based technology, making small movies, blogging, wikies, etc.

We also introduced small digital recording devices we have purchased to enable faculty members to podcast their lectures and pen-based technology to enable instructors to capture and edit the discussion of students working in small groups in their courses. The equipment is available for faculty members who wish to experiment with this kind technology in their classes (see p. 10).

As always, we have assisted numerous faculty members on a one-on-one basis with their teaching projects and applications of technology in education. Needless to say, the Center has been extremely busy with the management of peer tutoring and the accommodations of students with learning disabilities.

ANGEL WORKSHOPS

Additional workshops will be scheduled throughout the Spring semester. Please consult our website at www.scranton.edu/ctle to verify the schedule and register online for the workshops. All workshops take place in STT 590. Registration is necessary for all workshops. Descriptions for these workshops may be found on the website.

January 8, 10:00am – 12:00pm	ANGEL: Basics I
January 9, 10:00am – 12:00pm	ANGEL: Open Workshop
January 13, 10:30am – 12:00pm	ANGEL: Gradebook
January 16, 10:30am – 12:00pm	ANGEL: Discussion Board
January 20, 1:00pm – 3:00pm	ANGEL: Tests/Quizzes/Assignments
January 30, 10:00am – 12:00pm	ANGEL: Open Workshop

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THE FRANK O'HARA AND ROSE KELLY AWARDS 2008

The Frank O'Hara Award

Frank O'Hara awards are presented to first, second, and third-year undergraduate students with the highest grade point average in each of the four undergraduate colleges of the University; and to graduate students with the highest grade point average who are approximately halfway through their program of study in the areas of business, counseling, education, humanities, health administration/human resources administration, Scranton Education Online, science, and physical therapy (DPT). The award is named in honor of the late Frank O'Hara, who served the University for 53 years in various administrative positions.

This year's winners are:

College of Arts and Sciences

Bronze Medal: Melissa Wasilewski, Maria Gubbiotti, Jacquelyn Stypulkowski
Silver Medal: William Woody, Matthew Mercuri

Panuska College of Professional Studies

Bronze Medal: Marla Osborne
Silver Medal: Nicole Zullo, Noel McFadden

Kania School of Management

Bronze Medal: Jessica Palmeri
Silver Medal: Amanda Marcy, William Pugh IV

College of Graduate and Continuing Education

Silver Medal: Lucille A. Morris, Michele Wrazien
Pewter Medal: Diane Jachimowicz, Candace Dexheimer, Wendy Bruffy, Joseph DiLauro, Miranda Kendrick, Sarah Wodder, Heather Bradley, Katherine Ferraro

The Rose I. Kelly Award

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

This year's winners are:

College of Arts and Sciences

Student: Matthew Mercuri
Teacher: Mr. William Burke
Scranton Preparatory School

Panuska College of Professional Studies

Student: Alycia Crilly
Teacher: Mr. Edward Dalton
Lakeland Regional High School

Kania School of Managent

Student: Fred Fuchs
Teacher: Mr. Thomas G. Welsh
Immaculata High School

The O'Hara and Rose Kelly Awards were presented by Acting Dean Paul Fahey for the College of Arts and Sciences, by Dean Debra Pelegrino for the Panuska College of Professional Studies, by Associate Dean Kenneth Lord for the Kania School of Management, and by Dean W. Jeffrey Welsh for the College of Graduate and Continuing Education.

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FROM THE DESK OF THE EDITOR *cont'd*

We also feature news about the various activities in the department. Comments from our readers are always welcome. We are here to serve you and our students. Please feel free to give us a call or drop in if we can be of any assistance to you.

Please consult our website (www.scranton.edu/ctle) regularly for news and programs to assist faculty and students.

The CTLE wishes you a wonderful holiday season and all the best for the coming year. We look forward to assisting you in any way we can.

André Oberlé, Editor

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FACULTY ADVANCEMENT EVENTS *cont'd*

FACULTY ADVANCEMENT SERIES

Spring Semester

— Thursday, February 26, 2009; 11:30-1:00; STT 590

Developmental Use of Course Evaluations

Facilitators: Dr. Marian Farrell (Nursing and Faculty Liaison to the CTLE), Dr. Anthony Ferzola (Mathematics and Faculty Liaison to the CTLE)

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

— Thursday, March 26, 2009; 11:30-1:00; STT 590

Working with Smartboards

Facilitator: Rob Kennedy, DIR

Smartboards are everywhere. Those who use them rave about how useful they are. Come to this workshop and find out what all the hype is about. A light lunch will be served.

— Tuesday, March 31, 2009; 11:30-1:00; STT 590

Multiple Choice Tests

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 distracters and homogenous alternatives requires skill and practice. An item analysis presents information 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.

— Tuesday, April 21, 2009; 11:30-1:00; STT 590

Teaching Effectiveness: Using Low-Stakes Writing Exercises to Enhance Student Learning

Facilitator: Dr. Michael Reder (University of Connecticut)

This workshop explores how instructors can use low-stakes writing exercises to enhance student learning and foster learning retention. Participants will have the opportunity to design their own activities to suit their courses.

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FACULTY ADVANCEMENT EVENTS *cont'd*

— Thursday, April 30, 2009; 11:30-1:00; STT 589

Copyright

Facilitators: Eugeniu Grigorescu (CTLE), Abigail Byman (University General Council), Bonnie Oldham (Library)

An open discussion about the issues related to copyright, with special emphasis on works protected, length of copyright terms, exceptions and limitations, reproduction of others' work, and fair use. A light lunch will be served.

— Thursday, May 14, 2009; 11:30-1:00; STT 589

Active Learning

Facilitator: Dr. André Oberlé (CTLE)

Tradition has it that Confucius said: "Tell me, and I will forget. Show me, and I may remember. Let me do it, and I will understand." We learn most effectively through active learning. This workshop examines how instructors can nurture student learning by incorporating active learning techniques into their lectures and seminars. A light lunch will be served.

Please be sure to register for all events and to let us know if you need to cancel!

The Faculty Advancement information given here is accurate at the time of publication but may chance because of circumstances beyond our control. Please check our web page at www.scranton.edu/ctle to confirm the time and place of the event.

CTLE HAS NEW TECHNOLOGY FOR FACULTY USE

Podcasting and Pen-Based Technology

The CTLE has recently acquired technology that will be available for faculty to borrow for classroom projects. Faculty will be required to complete the "Proposal for Classroom Project Using Learning Technologies" form available on our website at http://www.scranton.edu/ctle

The **DigiMemo L20** pad (pen-based technology) allows you to immediately get both a digital record and a hardcopy duplicate of handwritten notes without scanning. It is as easy as writing/printing or drawing on this tablet, then connecting it to a computer via a USB port and voila, the notes appear on the screen ready for editing in MS Word. The resulting file can also be uploaded to ANGEL courses for students to access.

Create a **Podcast** very easily by taking a digital voice recorder into your classroom and recording your lecture. The recorder saves audio in MP3 format which can then be uploaded to ANGEL, iTunes or a website for students to download.

UPDATE FROM THE WEINBERG MEMORIAL LIBRARY

Kristen Yarmey-Tylutki, Digital Services Librarian, Weinberg Memorial Library

The Weinberg Memorial Library now provides three new ways for students and faculty to interact with librarians and library resources.

Last year, we began offering Instant Messaging (IM) Reference. Using any major IM service provider, students can ask questions from any computer and get immediate, real-time responses from a Weinberg Memorial Library reference librarian. This fall, the IM service was available from 4pm-10pm, Sundays through Fridays. While some students are already taking advantage of this service, we hope to see even more students, particularly those taking distance education courses, IMing us in the future.

We also joined the 7,444 members of the University of Scranton community who are currently using Facebook. The Weinberg Memorial Library's Facebook Page provides information about the Library and features a MeeboMe tool that students can use to IM a librarian, directly from their Facebook account. The Page's Wall and Discussion Board give our patrons an opportunity to make suggestions for improving the Library, and we are inviting community members to post their favorite photographs and videos of the Library as well.

Last but not least, we entered the blogosphere with our new Library blog, Infospot @ WML (http://wmlinfospot.wordpress.com). We are using the blog to post up-to-the-minute Library news and events, but also as a forum to discuss new technologies and their uses on campus. We welcome and encourage comments on our blog posts, and we see our blog as one more place where librarians can converse with students and faculty about information resources. So far, our blog has been viewed almost 2,000 times, and we are looking forward to keeping these new conversations going.

The Weinberg Memorial Library

Center for Teaching and Learning Excellence

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.

Staff Notes

FROM THE DESKS OF

MARY ELLEN PICHIARELLO
Learning Enrichment Specialist, CTLE

and **JAMES MUNIZ**
Reading Specialist, CTLE

FACULTY GUIDELINES FOR ACCOMMODATIONS

The CTLE staff would like to share the following guidelines with faculty to help facilitate communication with students needing accommodations through the Center for Teaching & Learning Excellence (CTLE). By keeping the lines of communication open, the needs of students with disabilities can be met in a collaborative effort.

FACULTY GUIDELINES FOR ACCOMMODATIONS

1. Disability Accommodation Statement
Be sure to include in your course syllabi a statement similar to the following:
Special Needs and Accommodations: In order to receive appropriate accommodations, students with disabilities must register with the Center for Teaching and Learning Excellence and provide relevant documentation. Students should contact Mary Ellen Pichiarello (Extension 4039) or Jim Muniz (Extension 4218) to schedule an appointment.

2. First Day of Class Announcement
As you review the syllabus for each class, note the above statement and invite students to meet you either during office hours or by appointment. These invitations are important in helping the student feel at ease and for encouraging self-identification. Due to confidentiality, the CTLE does not directly notify instructors of a student's disability unless requested by the student.

3. Obtain a Copy of the Faculty Notification Letter
A student needing an accommodation(s) must provide the faculty member with a faculty notification letter from the Center for Teaching and Learning Excellence (CTLE). All students are instructed to schedule an appointment with a CTLE staff member at the beginning of the semester and meet with the faculty member after the next scheduled class or during office hours to review the accommodations. Students who ask for accommodations but do not have faculty notifications letters should be referred to the CTLE.

4. Discuss Student Accommodations Request(s)
Once the student provides the faculty member with a copy of the faculty notification letter, discuss with the student the specific accommodations requested for the course. Each faculty notification letter includes a list of recommended accommodations, based on documentation provided by the student. These accommodations may not automatically apply to every course or every assignment. Appropriate accommodations should be based on the faculty notification letter, the course requirements, and common sense.

5. Consult with the CTLE staff when necessary
If you have any questions regarding a requested accommodation, cannot reach mutual agreement with a student, or need other assistance, please contact the Center for Teaching and Learning Excellence (CTLE). The responsibility of postsecondary institutions to provide accommodations to students with disabilities derives principally from two federal laws: Section 504 of the Rehabilitation Act of 1973 ("Section 504") and the Americans with Disabilities Act of 1990 ("ADA"). See p. 26.

6. Evaluate Accommodation Success
Clearly, the student bears the main burden of evaluating whether an accommodation is succeeding. However, checking in with the student occasionally to monitor progress is helpful. Consistent follow through is important on any agreed accommodations, such as forwarding tests to the Center for Teaching and Learning Excellence (CTLE) on time, providing written instructions for assignments, or assisting in recruiting note takers.

FROM THE DESK OF JAMES MUNIZ

Reading Specialist, CTLE

STRATEGIES FOR TEXTBOOK READING

As we welcome our new class, I think once again about college readiness. By all current measures, the students in the new class qualify as college ready. In fact, the new students will soon be described admiringly as "tech savvy." However, while these students certainly deserve to be described as tech savvy, many of these same students cannot be described as "information savvy."

The new students will find themselves in situations where they encounter a great deal of information, but they must construct the meaning of this information themselves. They were probably taught the skills to accomplish this task many years ago. They spent time learning how to identify essential elements such as topics, main ideas, and supporting details. However, for many students, these skills were deemphasized as they progressed through the educational system. It may have become easier to provide students with knowledge, especially for standardized assessment, than to have students discover and create knowledge from multiple sources of information.

Whatever the reason for the lack of emphasis on these basic skills, we now find ourselves teaching students unprepared for dealing with multiple sources of information. We have to reemphasize the need for using the basic skills, and we have to teach new skills that allow them to evaluate sources of information and put new information into their own words. Of course teaching these additional skills as well as the content presents a formidable challenge. Unfortunately, the teaching of content depends on the students' use of basic skills. Therefore, we can decline to review or teach basic skills, but we run the risk of impairing our ability to teach the content.

I find myself imposing a strict structure for reading assignments in my classes. I have the students identify topics, main ideas, and supporting details. I have even had work sheets that the students must fill out with this information. I do this with information that I would assign to read regardless of the need for basic skills review. So, the students read material that I deem necessary for my class, but I do point to the type of information that I want them to "remove" from the text. I also insist that they put the information into their own words in appropriate situations. I am not willing to continue this practice for the entire course. Eventually, I assign the readings, and the students inherit the responsibility for dealing with the information. I let them know in the beginning that they will eventually deal with these tasks on their own.

In reality of course, the responsibility has always been theirs, but I know some lack the preparation to assume this responsibility. It seems that another layer has been added to teaching.

(Continued from page 6)

ANGEL WORKSHOPS *cont'd*

February 5, 11:30am – 1:00pm	ANGEL: Basics I
February 6, 10:00am – 12:00pm	ANGEL: Open Workshop
February 11, 10:00am – 12:00pm	ANGEL: Discussion Board
February 17, 11:30am – 1:00pm	ANGEL: Tests/Quizzes/Assignments
February 19, 11:30am – 1:00pm	ANGEL: ePortfolio
February 20, 10:00am – 12:00pm	ANGEL: Open Workshop
February 24, 11:30am – 1:00pm	ANGEL: Gradebook
March 4, 10:00am – 12:00pm	ANGEL: Basics I
March 5, 5:00pm – 7:00pm	ANGEL: Gradebook

ANGEL® LEARNING

For a description of these workshops please see our web page at www.scranton.edu/ctle

FROM THE DESK OF TOM LEONG

Math Specialist, CTLE

LEARNING TO SWIM

Lecturing does not do a good job of transplanting the ways of mathematics into students' minds. For a student of mathematics, listening to someone talk about mathematics does hardly any more good than a student of swimming listening to someone talk about swimming. You cannot learn to swim by someone telling you to place your arms here and move your legs this way, and you cannot learn to solve mathematics problems by someone telling you to substitute u for tan x or apply a change of variables to spherical coordinates.

Recently, the Mathematical Association of America published *Making Connections: Research and Teaching in Undergraduate Mathematics Education*. This compendium consists of 23 research articles on undergraduate mathematics education. Though this important volume offers 23 different viewpoints of various pedagogical approaches and curricula, there is one consistent message throughout—the importance of active learning in mathematics. This is obvious. Early in our education, we find that the best way to learn mathematics is to do mathematics. However just because this is obvious it does not mean we pay enough attention to it.

One effective tool for engaging students to use their brains and actively involve themselves in the class is the use of in-class worksheets. Some of the benefits are that they help students

- see the big picture
- do as opposed to watching
- focus their attention.

Seeing the big picture

In mathematics classes, the often-asked and almost comical question, "Why are we learning this?" expresses a common problem mathematics students encounter—failing to see the big picture.

Students often view mathematics as a series of disjointed topics as opposed to the more elegant view of various manifestations of a single concept. For instance, in computing the volumes of solids of revolutions via integration, students are more comfortable memorizing a number of formulas as opposed to seeing the various cases as different ways of doing the same thing—calculating volume as the limit of the sums of various approximating cylinders. A well-constructed worksheet can tie this material together and present the problems in a unified way.

Worksheets can also make connections between the old and the new. Learning theory shows that students more readily absorb new material when they have "mental hooks" upon which to hang new ideas. A worksheet introducing a topic can tie previously covered material to new material. For instance, in introducing Stokes' Theorem, a worksheet could ask students to consider Green's Theorem in the context of a three-dimensional vector field with a zero z-component.

Watching vs. doing

How often have we heard, "Everything made sense in class, but when I went home I didn't know how to solve the problems." This dichotomy presents itself in all students—from the Elementary Algebra student trying to learn to solve quadratic equations by completing the square to the Abstract Algebra student learning how to prove theorems. Providing worksheets helps bridge this gap between watching math and doing math. Having students solve problems in class, with the guide of a worksheet walking them through the steps, reveals subtleties in the problem-solving process often missed when simply watching someone else solve the problem. Also, having students "do their homework" in class can provide useful information about our students—gaps in their knowledge or the lack of skills we assumed they had.

Focusing students' attention

As dynamic as we try to be in the classroom, students' minds will wander, especially amidst a fifty-minute

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FROM THE DESK OF MARY BURKHART

Writing Center Coordinator, CTLE

TURN AND FACE THE CHANGE

Cell phones, text messages, YouTube, Flicker, SlideShare, webcasts, blogs, wikis, google docs, and on and on. The increasing use of social media continues. While some fear that the introduction of these networking tools in the classroom lessens the legitimacy of the college experience, others think that we should try to reach students through media they are comfortable with. Some believe that we must incorporate the new technology or risk being labeled luddites by students who believe social media validate their college experience by providing venues for authentic dialogue and collaborative learning. I admit it. I have not been all that quick to move from the comfort of my semi-luddite sensibilities to the risk-taking discomfort the implementation of social media involves. The question was whether social media could play a significant role in the Writing Center?

According to Wikipedia, itself a social medium:

"[s]ocial media is an umbrella term that defines the various activities that integrate technology, social interaction, and the construction of words, pictures, videos and audio. This interaction, and the manner in which information is presented, depends on the varied perspectives and 'building' of shared meaning among communities, as people share their stories, and understandings." ("Social Media")

After reading Wikipedia's definition, we are compelled to include the work we do in the Writing Center under the umbrella of social media. Certainly, we work with students collaboratively – "social interaction" - as they struggle to construct meaning through "words, pictures, videos and audio." We focus on audience and purpose in order to build the "shared meaning among communities." And we also use computers. But we have eschewed online in favor of face-to-face conferences – at least where on-campus students are concerned. And there's a reason for that. In response to a recent posting on the Writing Center Listserv about online vs. face-to-face consulting, a topic routinely discussed on this list service, in writing center journals, and by members of the International Writing Center Association, Steven Strang, Ph.D., Director of The Writing and Communication Center at MIT states:

> "Although online tutoring is a useful alternative when face-to-face is not possible, there are definite advantages to a face-to-face consultation. The ability to read students' reactions (on their faces, body language, tone of voice) is crucial. The immediate back-and-forth of a face-to-face session is invaluable. Even same-time online tutoring can't capture the teaching moments the way face-to-face can. At least, that's been my experience."

Nevertheless, for those students reluctant or unable to visit the Writing Center, online consulting is a justifiable means to an end. Many of our students are "now so technology-centered that it seems natural for this movement to the online" (Litterio). It may just get them to try out the services we have to offer.

Having participated in Dr. Barry Joe's presentation on social networking at the CLTE in May, I spent time over the summer researching the efficacy of social media in writing centers. As I become more comfortable with blogs, web seminars, and wikis, I realize that we owe it to our students to adapt to and incorporate the technology they have so enthusiastically embraced. Otherwise, we miss opportunities for creative and collaborative learning. We stifle rather than advance.

To dismiss the impact social media has had on our students would be foolish. Marketers understand this impact and use dynamic advertising to reach targeted audiences, many of whom post their comments and views about products on manufacturers' blogs as well as their own personal blogs. They are more likely to accept the opinion of fellow bloggers rather than take the word of a stand alone media like a copy ad or a TV ad. Students will also post their views about music, movies, politics, sports, and anything else that interests them. Others

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FROM THE DESK OF MARY ELLEN PICHIARELLO

Learning Enrichment Specialist, CTLE

THE ROLE OF TUTORS IN THE TRANSITION PROCESS OF TODAY'S FRESHMEN

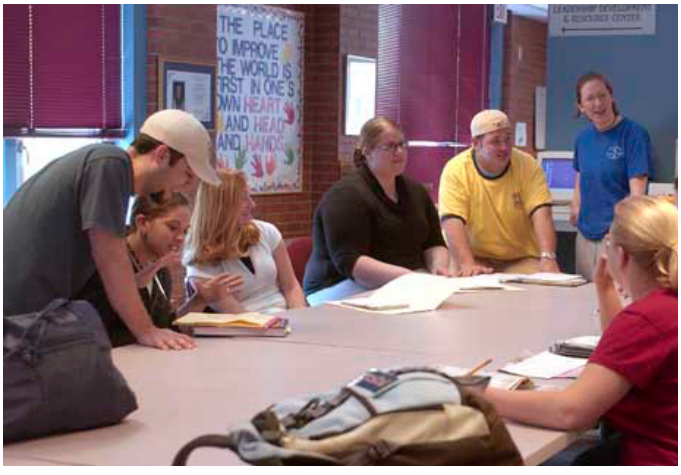
In past issues of the CTLE Newsletter, we discussed the ways that faculty recommendations of potential tutors add to the value of the tutoring program and how good tutors are excellent role models of successful learning. Let us take this one step further by discussing how tutors can be effective in the transition for incoming freshmen during the fall semester.

I recently attended the Pennsylvania Conference on Transition and was struck by the words of one of the speakers, Denise Bissonnette, who defined "a good leader as a manager of self". From her observations, how well students can manage themselves is a good indication of student success. How do tutors help students who are lacking these skills? The tutors concentrate on three areas that are essential for students to succeed during their first semester – time management, organization, and goal setting.

Good time management strategies are crucial to college success and essential skills for effective people. Tutors initiate and monitor time management skills with students, so they can stay up to date on course assignments by working with material on a consistent basis. This eliminates the stress and panic that often results from students not getting their work done or trying to cram for everything. There are four strategies that can be very useful for managing time more effectively: (1) create a semester schedule, (2) assess and plan your work load each week, (3) adjust your plan each day, and (4) evaluate your schedule. Time management places students into a routine which can be extremely productive. When students encounter information, they must organize it. Learning theorists have long known that information that is not organized is difficult if not impossible to remember. On the other hand, information that is organized can be learned and remembered more easily. Information can be organized by outlining, mapping, or charting. The effort and time spent to organize information can pay great dividends for students. Organization requires students to understand the information. It also requires careful reading and reflection. These practices are very active and solid study habits which should enhance student outcomes.

There are two types of goals – short-term and long-term. Goals can give students meaning and directions in their lives. At its simplest level the process of setting short and long-term goals allows students to choose where they want to go in life. It also gives students a long-term vision and short-term motivation. By setting goals, students can: achieve more, improve performance, increase motivation, increase pride and satisfaction in accomplishments, improve self-confidence, and eliminate barriers to learning.

Faculty members can continue to support the tutoring program by recommending tutors who possess these very important skills and by referring students to our services.



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lecture. The concentration cycle of your average student falls short of a full class period. (An aside: In my recent experiments with podcasting, while listening to a recording of myself speak for twenty minutes, I fell asleep!) The introduction of a timely worksheet forces the student to concentrate on the material at hand. Quite simply, a worksheet encourages students to participate, that is, to engage in active, as opposed to passive, learning.

Introducing new material often involves many new definitions, terminology, and concepts which can eat up not only board space but also large chunks of time. At such times, students usually fall three lines behind the lecturer and fall in passive note-taking. A worksheet introducing new topics can summarize and deliver the content efficiently, saving time in class and providing a framework for the students to see the big picture and allow them to concentrate on the key terms and new concepts.

Having said all this, there is one major omission—how can we make this work? Not only does the creation of effective worksheets take considerable time and effort (somewhat alleviated by the fact that we can reuse these every semester), but also having students complete worksheets will eat up huge chunks of time out of our already trightly-scheduled syllabi. As with lecturing, it is easy to underestimate the amount of time this will take and if the students do involve themselves in our worksheets as actively and thoughtfully as we would like, that could easily consume entire class periods. However I believe these technical difficulties are outweighed by their benefits. If we take an approach to teaching to actively engage our class, our students will appreciate it and we will have the personal satisfaction of knowing we are doing all we can to help our students learn mathematics.

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Burkhart *cont'd*

respond and suddenly there is a dialogue. As educators, we should applaud social media as a catalyst for active participation in learning.

The Writing Center will continue to encourage the face-to-face conferences for on-campus students. However, because we welcome the opportunities for increased student participation social media makes possible, rather than risk missing potential "teaching moments," albeit online, we will try to "capture" them.

Some of the things we are trying to incorporate include:

(1) Meeting with students online, perhaps by incorporating IM, blogs, wikis, and/or Angel into the process; (2) Increasing the number of interactive tutorals on our website; (3) Redesigning our website to attract students and maintain their interest; (4) Incorporating some aspect of social networking, most likely Facebook or a blog, to "invite" students who have visited the Writing Center to stop by periodically to discuss their writing, to connect with other student writers, or perhaps to check out something like a "Writing Tip of the Week."

No one wants to return to the days of typewriters and carbon copies, card-catalog searches, and snail mail. And so the CTLE, with the help of our student technical consultants and student writing consultants, will explore some of the opportunities made possible by social media and decide which to incorporate in the Writing Center.

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FROM THE DESK OF Aileen McHale

Instructional Technology Specialist, CTLE

WEB 2.0, PEDAGOGY 2.0, AND THE NET GENERATION

Web 2.0 and Pedagogy 2.0 are more than just "buzzwords" in technical journal articles and publications; they signal a shift in how knowledge transfer occurs and the many technological possibilities they bring to education. Web 2.0 technologies include blogs, wikis, Podcasts and social networks such as Facebook. The technologies of Web 2.0 are altering how and with whom people connect, at an astounding rate. In the past, learning was mainly viewed as knowledge transfer from teachers to learners with certain expected output. In the Web 2.0 era both knowledge and learning are being viewed differently because everyone participates as both a learner and a teacher. Connections in the network serve as the main channel for knowledge distribution and the nature of learning becomes both social and participatory. This approach sees the learner as a participant in the creation of knowledge, and in the process the learner contributes to making learning outcomes contextualized and relevant (Rogers, Liddle, Chan, Doxey, Isom, 2007).

Pedagogy 2.0, referred to as the new learning landscape, merges constructivism, student-centered learning strategies and the Web's power to connect. Authors McLoughlin & Lee (2008) described Pedagogy 2.0 as "real-world interactivity and community engagement that social software can contribute" (2008, p.1). "Pedagogy 2.0 integrates Web 2.0 tools that support knowledge sharing, peer-to-peer networking, and access to a global audience with socioconstructivist learning approaches to facilitate greater learner autonomy, agency, and personalization" (2008, p.1). McLoughlin & Lee stated that with Pedagogy 2.0 "the challenge is to enable self-direction, knowledge building, and learner control by offering flexible options for students to engage in learning that is authentic and relevant to their needs and to those of the networked society while still providing necessary structure and scaffolding" (2008, p.1).

Web 1.0 exists more as a medium for passive reading, which does not allow any opportunity to change and contribute to the original text. Web 2.0's approach, participatory, collaborative and dynamic, allows you to change, refine and contribute text. One of the main principles behind Web 2.0 technologies is that it "embraces the power of the web to harness collective intelligence" (O'Reilly, 2005). It is no wonder then that this trend toward read/write connective technologies has influenced the educational landscape. "This generation wants to use content in creative, interactive and meaningful ways" (Rogers, Liddle, Chan, Doxey, Isom, 2007, p.2). Learning management systems have been a part of education for a long time; however, during the Web 1.0 era they were used primarily as repositories to post and distribute readable content. Web 2.0 fosters more of a participatory approach, where complementary technologies such as blogs and wikis support the creation of learning communities. Many learning management systems now embed Web 2.0 tools directly into their software for these purposes.

Assessing the differences in learners and learning today, we discover that we deal with a generation that has very different learning expectations. They seek environments that allow them "to be learners/teachers, tapping into collective intelligence by collaborating in the creation, reorganization, ranking, sharing and reuse of rich content, assignments and assessments" (Rogers, Liddle, Chan, Doxey, Isom, 2007, p.5). This is apparent by looking at the Web 2.0 tools they use almost everyday. They use tools such as YouTube, which allows you to "broadcast yourself" and of course add comments; Wiki's which allow editing of original text, comments and discussions; Blogs which allow comments; and Facebook which allows collaboration among a group of friends. Rogers, Liddle, Chan, Doxey & Isom described learning models in the 21st century as follows: "Teaching style being more P2P collaboration; curriculum being community-generated content; location being anywhere; interaction being self-directed exploration and teamwork; objective being lifelong learning skills; tools being personal devices; and the result being adaptation and growth" (2007, p4).

In Prensky's (2001) well-known article, "Digital Natives, Digital Immigrants," he used the analogy of "digital natives" in describing the Net Generation who are native speakers of the digital language of computers, video games and the Internet vs "digital immigrants" to name others who are constantly trying to adapt to the digital environment and while doing so tend to always want to keep one foot in the past. Perhaps "digital immigrants" are those who do things such as print almost everything they read on the Internet. Prensky believes that "digital natives" have developed hypertext minds, customized to deal with the speed and interactivity that characterizes Web 2.0. Digital natives, used to parallel processing and multi-tasking, are visually oriented and would rather see graphics over text and "function best when networked" (p.2), and they "prefer games over serious work"(p.2). Perhaps a better way to reach digital natives using their "native language" would be to teach via the use of digital games. Prensky also discussed how the differences between "digital native" students and their "digital immigrant" teachers lie at the root of a great many of today's educational problems. "Digital immigrant

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instructors, who speak an outdated language (that of the pre-digital age), struggle to teach a population that speaks an entirely new language" (p.2). "Unfortunately for our Digital Immigrant teachers, the people sitting in their classes grew up on the "twitch speed" of video games and MTV. They are used to the instantaneity of hypertext, downloaded music, phones in their pockets, a library on their laptops, beamed messages and instant messaging. They've been networked most or all of their lives. They have little patience for lectures, step-by-step logic, and "tell-test" instruction" (p.3). Today's learners are different and educators need to recognize this. A whole new language must be learned in order to relate and communicate better with students. "As a growing generation of learners and internet users are discovering more of the possibilities for contributing to networks of global communities, traditional approaches to learning will be considered dry and out of context" (Rogers, Liddle, Chan, Doxey, Isom, 2007, p.2).

Although many of the approaches and characteristics of the existing educational system will remain "resilient as the preferred method for learning certain subjects, Web 2.0 trends will penetrate the educational systems more than we can imagine" (Rogers, Liddle, Chan, Doxey, Isom, 2007, p2). In preparing for future generations of Web 2.0 students, we see universities exploring the use of tools such as Blogs, Wiki's, IPods, and Podcasts in the teaching environment. These technologies support learning approaches that resemble some of the expectations of this generation. As always, the value of Web 2.0 tools and how they can best support the teaching and learning environment needs to be carefully considered by both the institution and faculty members.

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CTLE Receives Grant from the Verizon Foundation

The CTLE received a Verizon Foundation Grant in the amount of $10,000.00 to foster literacy among faculty and students through the use of instructional technology. The grant will enable us to expand existing technical support services for distance education, instructional design and the use of technology for all faculty and students in teaching and learning. The demand for technical assistance from both faculty and students continues to increase each semester.

The Center plans to acquire several high-end computers along with sophisticated multimedia production software, such as Creative Suite 3 Master Collection for Windows. This software will be used for the following purposes: quickly producing flexible graphics for print, video, and Web and mobile devices; adding visual effects to video; assisting faculty in developing lectures as podcasts, which can be uploaded to ANGEL courses; transferring digital information between different types of media and developing clips for streaming purposes; developing author rich interactive content; effectively converting files formats and creating DVD's; and for further assisting students in Writing Courses who are required to create visual arguments using technology.

The software collection includes Photoshop CS3 Extended which is sophisticated graphics imaging software used to design or manipulate graphics for web pages and PowerPoint presentations; Illustrator CS3 software lets you produce and manipulate graphics; InDesign CS3 is a desktop publishing package used to produce newsletters, posters and brochures; Flash CS3 Professional is used to develop author rich interactive content; Dreamweaver CS3, an HTML Editor, is used to develop websites and applications; Contribute CS3 software allows you to manage web content; Fireworks CS3 allows you to create and optimize web images; After Effects CS3 Professional allows you to add visual effects to video; Premiere Pro CS3 is digitizing software used to transfer digital information between different types of media as well as for developing clips for streaming purposes; Soundbooth CS3 is sound

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UNIVERSAL & SYSTEMATIC DESIGN *cont'd*

Davis, 2001; Chatterji, 2003; and Gronlund, 2003. While the list is not inclusive, it does provide some basic resources on the subject.

Philosophical Foundations

The application of philosophical foundations includes attitudes and values that serve as a basis for deciding course curriculum. The philosophical approach serves as a navigational system for students. The philosophy is dynamic and action-oriented; it involves critical thinking and problem solving. Moreover, it remains a compass for offering academic excellence and quality instruction. Philosophy addresses five student dimensional needs: (1) physical, (2) intellectual, (3) social, (4) emotional, and (5) spiritual. The achievement of vertical curriculum articulation requires linkage between the philosophy and values of the institution, department and course content. Refer to Figure 1 for an illustration of vertical articulation.

Organizing Centers

Organizing centers enhance learning design through the articulation and sequencing of learning objectives. Organizing centers arrange the appropriate behaviors, concepts, attitudes, values and skills in the proper progressions on the horizontal axis. The intersection of the horizontal and vertical axes locates the organizing center. For example, the following behaviors are included on the horizontal axis social justice: due process, self-control, and respect for the rights of others. The vertical axis contains the content and identified learning objectives, and includes the criminal justice system, consensus/conflict models, due process/crime control models, and the individual rights/public order advocates. Refer to Figure 2 for an illustration of a criminal justice organizing center. Identifying the core curriculum for the introductory criminal justice course offers a means to organize the subject matter.

Direction: Student Learning Objectives

Learning objectives originate from specific goals and objectives, and inform students of the standards and learning progressions. Learning objectives occasionally referred to as behavioral objectives serve as a learner-centered guidance. In addition, they measure specific criteria or learning competencies. Learning objectives have three parts: (1) an action verb, (2) content area and (3) measurable criteria. The action verb provides direction, specifies student performance and the completion of instructional activities. Learning objectives may include specific learning criteria and describe the conditions under which the learner performs the task. The standards describe the measurable criteria for the assessment of learning objective standards and means of achieving accountability in the learning process.

Formative and Summative Evaluation

Evaluation is necessary to determine the effectiveness of instruction and overall program design. The emphasis is on fairness and equity by meeting the needs of diverse learning styles. The UDI System operates on the premise that diversity is an inclusive process, without compromising academic standards. The UDI and SDI proactive curriculum design applies diverse instructional strategies and assessment practices that benefit a broad range of learners.

The formative evaluation process is essential to determining the final question: How will the professor know when the students have arrived? This may be the most important question. Organizing centers, goals and learning objectives target evaluated behaviors. Final judgments are based on an encompassing evaluation of student learning over the course of the semester.

Criterion standards are prescribed for evaluation based on SDI goals, organizing centers, and supporting learning objectives. Evaluation is the most impor-tant component of teaching because it involves justice and equity. Students need to feel that their professor is fair and impartial. The best way to achieve equity is equal application of standards. Therefore, once a student receives accommodation; if possible, offer all students the same opportunity.

Summative evaluation focuses on the global nature of instruction. The feedback provides information to continue, eliminate, modify or adjust the goals, and learning objectives. Summative evaluation provides opportunities to improve the quality of instruction and modification of future strategies. The survey questionnaires in this paper serve as one method of obtaining summative feedback.

COMPUTER TECHNOLOGY APPLICATIONS

The computer revolution has created new and varied instructional modalities in academia. Early pioneers recognized technology was of value in improving the quality of instruction. Moreover, technology offered a means to

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UNIVERSAL & SYSTEMATIC DESIGN *cont'd*

improve the quality of instruction. Moreover, technology offered a means to reach diverse learning styles, improve effectiveness and active learning strategies. Computer technology, UDI, and SDI strategies may provide additional augmentation to classroom teaching meth-ods. Additional computer tutorial opportunities may assist at-risk first year students and students with computer learning needs (Smith & Benscoter, 2000).

Technology and active learning methods create the opportunity to teach students with different learning styles, especially tactile learners (Ferrett, 1994). The computer revolution has created opportunities to develop new active learning strategies. Technological applications continue to grow, only limited by the participants' imagination. External links on the Blackboard website support class lectures and course content. Computer technology offers a vehicle for criminal justice students to problem- solve and may be best applied in concert with excellent lecture methods.

Presentations that include PowerPoint animated images, sound tracks, and intensive graphics enhance the learning environment. The additional support and reinforcement may be helpful in meeting the needs of students with diverse learning styles (Nance & Nance 1990). Occasionally, students have difficulty with note taking. Today's technology allows professors the option of posting lecture notes. Regardless of a disability or any other consideration, PowerPoint notes can be routinely posted on the Blackboard website or distributed as hard copy. This accommodation allows all students equal access to the notes.

Computer technology can individualize learning and provide interactive learning experiences. Empowering students to become successful learners will enhance the possibility that they reach their academic goals and increase the ability to make effective decisions (Paul, 1992). Independent computer learning generally leads to further exploration and active learning outside the classroom experience. The independent computer learning experience may assist in creating an element of excitement in the classroom (Bonwell & Eison, 1991)

METHODS

Participants

Both introductory criminal justice course sections meet the general education social science requirement. Student demographics were diverse and included majors in Communication (1), Criminal Justice (25), Mathematics (2), Marketing (1), Psychology (2), Science (9), Liberal Arts (1) and undeclared (24). Sicty-one students took the survey in two fall 2004 sections. Sicty-three students were enrolled in the two sections. Questions contained in the survey instrument addressed 29 general questions concerning the students' learning experience. Students answered (Likert Scale) questions concerning adjustments to the course and perceptions. The Likert Scale choices were collapsed because of the small population. There were no statistically significant differences in the responses between the two class sections, with 97% of the students responding to the survey. The overwhelming majority (77%) were freshmen, which is not surprising given that this was an introductory level course. Furthermore, most of the respondents were male (67%).

Limitations of the Study

The survey provided preliminary data regarding the effectiveness of the learning process, exam preparation, preferred learning styles and technology approach to teaching introductory courses. The responses measured only the opinions of the students enrolled in two introductory sections and results generalized beyond this target audience would be inappropriate.

A stronger empirical test would require a classical experiment. This would mandate different pedagogical methods applied in one section that focuses on an UDI, SDI, active learning computer approach and another section that focuses on a passive learning approach. This procedure was not followed because this initial pilot study evaluated student perceptions, not student learning outcomes. The purpose of the classroom survey was to illustrate how teachers might experiment in their own classrooms. The intent was not to generalize beyond these students.

FINDINGS

The respondents generally appeared to be comfortable with computers in the classroom. Almost three quarters of the respondents said both that they did not find the Blackboard Internet website to be initially difficult (77%) and devoted at least half of their time to learning with the assistance of a computer (75%).

Some aspects of the nontraditional strategies were not very effective (e.g., the programmed student guide and CD ROM exercises). Unsurprisingly then, 90% of the students responded that they prefer a variety of learning experiences (Table 6). Problem solving case studies (66%) and lecture with PowerPoint (62%) were the two most popular learning methods.

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UNIVERSAL & SYSTEMATIC DESIGN *cont'd*

In fact, almost two thirds of respondents (66%) preferred to have technology in the classroom and almost all (90%) of the respondents reported that they have "adjusted" to the Blackboard system by the time of this survey. This seeming comfort and frequent use of computers may at least partially explain why only slightly over half felt that the Blackboard website helped build their computer skills. These students may already be skilled and comfortable computer users. The creation of computer tutorial course offerings may improve attitudes skills toward Internet courses and assist students with transition problems (Smith & Benscoter, 2000). Students may encounter problems with computers, and benefit from tutorial programs. The majority of students agreed that using the Blackboard Internet website assisted them in the learning process

Learning Process

Undeniably, the most important goal for professors is to impart some type of specific knowledge to students. Professors want students to learn new information or skills. This class involved a variety of strategies, both computer and non-computer oriented, aimed at helping students master the course content. The non-computer oriented strategies included classroom demonstrations, classroom non-graded writing assignments, and group discussions. Of these strategies, the classroom demonstrations were the most helpful with (89%, Table 4) of the respondents agreeing that they were helpful to understanding course content. Even though students did not necessarily feel that the other two strategies were quite as helpful in learning course material, almost three quarters felt that the non-graded writing assignments (70%), and group discussions (74%) were helpful nonetheless.

The computer-assisted strategies included a posting of the lecture notes, a programmed students' guide, classroom PowerPoint presentations, an interactive CD ROM, and professor e-mails. Of these strategies, the instructor e-mails (84% agreed) was by far the strategy which the students were most likely to feel helped them understand class material. This was distantly followed by a posting of the lecture notes (70%) and PowerPoint presentations (64%). The interactive CD ROM was the strategy which the fewest students agreed was useful (41%). Why more students found the PowerPoint presentations to be a positive learning experience than they did the CD ROM is unclear.

A relatively high percentage of students responded neutrally about the CD ROM (43%), which may actually mean that they were indifferent about the CD ROM experience or it may indirectly suggest that a noticeable percentage of students did not use the CD ROM. The CD ROM was an out-of-classroom independent assignment. A demonstration was conducted on how to use the CD ROM; however, many students did not participate in the assignment. The CD ROM included problem-solving scenarios wich offered opportunities to apply concepts.

Exam Preparation

While the learning process is the ultimate goal for professors, most professors use exams as at least a partial measure of how much students are actually learning. Consequently, some questions tried to ascertain exactly what about the class helped students prepare for exams. In this class, there were both computer-oriented and traditional classroom oriented exam preparation strategies.

The computer-oriented strategies involved posted external links and on-line textbook multiple choice questions available to help students prepare for exams. The traditional classroom oriented strategies involved course outline learning objectives and textbook learning objectives. Of these four examination preparation strategies, these students felt that the practice textbook multiple-choice questions were the most helpful strategy for exam preparation (92% agreed) followed by the posted external links (77% agreed).

Only half of the respondents found the course outline learning objectives helped to improve their examination scores (51%) and even fewer (34%) agreed that the textbook learning objectives were helpful for exams. Consequently, the students found the computer-assisted strategies more helpful in preparing students for exams than the more traditional examination strategies. This is not completely surprising because the computer assisted techniques included practice multiple choice tests; and, it is not surprising that students found taking practice tests the most useful tool to prepare for the real in-class test.

Student Expressed Preferred Learning Styles

These findings generally support students' self-expressed learning preferences. The nontraditional learning and exam preparation strategies, which heavily used computers, are more "hands-on" and technical, while the traditional classroom strategies are more passive. Overall, students felt that the nontraditional strategies were the most helpful in both learning the material and exam preparation. However, the nontraditional learning strategies were not a "clean sweep".

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UNIVERSAL & SYSTEMATIC DESIGN *cont'd*

Some aspects of the nontraditional strategies were not very effective (e.g., the programmed student guide and CD ROM exercises). Unsurprisingly the 90% of the students responded that they prefer a variety of learning experiences. Problemsolving case studies (66) and lecture with PowerPoint (62%) were the two most popular learning methods.

The traditional lecture method that involved only listening was the least popular learning method (only 26% agreed that they preferred this style). However, even though students did not want to passively hear information, they were not very excited about having to use critical thinking skills. Only slightly more than half (54%) of these students preferred learning that required critical thinking. This is somewhat confusing since problem-solving case studies, which usually involve some critical thinking to solve the problems, were the second most popular tactic (second to a varied teaching approach). Perhaps students are "turned off" by official terms like "critical thinking", but do not resist (or recognize) the same process when it is hidden, so to speak, in a hands-on learning experience. However, this is speculation. There is no means for answering this unexpected contradiction with this survey.

DISCUSSION

Employing UDI, SDI, technology and active learning strategies should assist in the clarification of learning outcomes. Incorporating all may improve the learning climate; however, it does not eliminate the need for specific accommodations for students with disabilities. The goal is to provide a foundation to assure full access for many and minimize the need for special accommodations through course planning.

The application of technology, organizing centers and a taxonomic system addresses diverse student learning styles. The assessment focuses on Blackboard interactive learning strategies. The questionnaire evaluated student opinions concerning their experiences with computer technology. The results revealed preferences for online practice quizzes, and PowerPoint presentations.

Online practice testing builds confidence and creates opportunities for students to become familiar with testing expectations. Students have the opportunity to develop and improve course content decision-making skills. Additional practice tests can be especially helpful to first-year students. Online practice tests provide additional support for classroom examinations and may ease test anxiety. The students in this evaluation acknowledged the value of on-line practice tests. Why is online testing excellent reinforcement for students? Frequent practice tests allow students to use multiple senses, build testtaking skills and decrease related fear and anxiety.

When it comes to student understanding and learning course content, computers are no replacement for the actions of instructors even if they may complement them. Students reported that the non-computer learning strategies which involved hands-on experience on the part of the students (role-playing demonstrations) or a chance for students to share ideas (group discussions) were more beneficial to learning class material than the computer-assisted strategies. In fact, of the computer-assisted strategies, those that involved direct involvement of the professor (e-mails and the posting of lecture notes) were also the most beneficial. Therefore, it appears that the "human element" is essential for students to feel as if they are learning the class material. However, this is not necessarily the case when it comes to preparing for exams.

In summary, at least among these students, they seem to generally prefer nontraditional, more active forms of learning and exam preparation. Perhaps it gives them a more solid sense of control regarding their learning experience. However, there are some conflicting findings; the most noteworthy is the contradiction in the relatively low ratings for critical thinking strategies, yet the high ratings for problem-solving activities. Students may not understand that critical thinking is related to problemsolving and some confusion may exist concerning terminology.

CONCLUSION

Formative evaluation of student classroom performance requires substantial time and effort. Additional resources are required for the summative evaluation of the UDI philosophy, SDI instructional methodology, active learning and classroom technology. The quality and effectiveness of instruction may be improved when global instructional strategies are evaluated. The modification of future learning strategies requires feedback. Why should educators experiment in the classroom and attempt to apply diverse methods of instruction? Stagnation results without experimentation and evaluation; educators and students miss opportunities to learn and reach their fullest potential. Experimentation, analysis, and evaluation, on the other hand, foster new and better ways to learn. ⬍

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UNIVERSAL & SYSTEMATIC DESIGN *cont'd*

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Editor's note: This article included tables and figures which could not be included here because of space constraints. Please contact the author if you wish to see the supporting tables and figures.

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Verizon Grant *cont'd*

editing software that enables users to create professional soundtracks; Encore CS3 is a DVD authoring tool that enables users to create professional DVD environments; and Acrobat 8 Professional lets you create, control and deliver more secure, high-quality Adobe PDF documents. Snag IT v8.2 and Camtasia Studio Bundle include a screen capturing software tool and a screen recording presentation tool, both of which have been used in the past to record faculty lectures, develop online training tutorials and record actions from a computer screen. Additional webcams and microphones have also been purchased for video recording and communication.

Did you know that?

During the fall semester 2008, the Center for Teaching and Learning Excellence received some 1,100 requests for peer tutors.

During the final examination week some 90 final examinations were administered at the Center.

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, Online 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.

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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, learners 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.

Services for Students with Disabilities — The Center provides accreditation and accommodation for students with disabilities and special needs.

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).

Instructional Technology Services — The Center provides assistance to students with technology in teaching and learning, such as ANGEL navigation, web page development, or assistance with PowerPoint presentations. Students seeking assistance should contact the CTLE Instructional Technology and Enrichment Specialist or visit the Resource Lab (STT 589).

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.

Student Employment — The CTLE employs workstudy students in the areas of peer tutor, writing consultant, technical consultant, and office work.

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 "otherwise 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

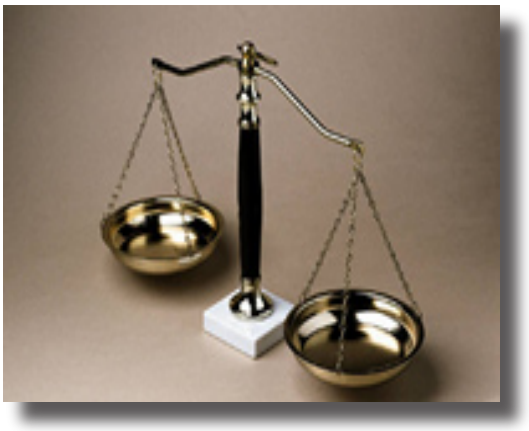
The University of Scranton's Center for Teaching and Learning Excellence (CTLE) recognizes as its mission the assurance of efficient access to appropriate accommodations for students with disabilities. We also recognize that clear criteria for the required documentation of appropriate accommodations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

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).



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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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