



Reflections

on Teaching and Learning

Volume 5, Issue 1&2 — Summer 2009

CENTER FOR TEACHING AND LEARNING EXCELLENCE

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TO BLOG OR NOT TO BLOG

Matt Reavy, Ph.D., University of Scranton

The first time someone suggested I start a blog, my first thought was "Why does anyone care what kind of coffee I picked up at Dunkin' Donuts?" Obviously, I was not a fan of blogs or "web logs" -- daily updates that too often contain the musings of people who really have nothing important or even remotely interesting to say.

It was something of a disconnect for me therefore to see experts in my beloved field of journalism treat blogs with the weak-kneed excitement usually associated with Chris Matthews listening to a Barack Obama speech. Blogs, they said, were "a form of journalism." More than that, they were "changing journalism." In fact, they were "the new journalism." Sad news for me, as I read insightful articles such as *Obscure Karaoke Adventures at Chopsticks Express II* in Portland or *I Love Phone booth Pictures* (yes, those are both real blog posts).

Still, as someone who has always been at worst an "early adopter," I was determined not to come into too far behind the wave. So I started to read up on blogs. Yes, there was plenty of mindless junk -- an entire blog with that title as a matter of fact. But I was also pleasantly surprised with some of the interesting

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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

Welcome back to another exciting year of teaching and learning at the University of Scranton. Starting with the summer edition, the CTLE's Newsletter **Reflections** is available online only at www.scranton.edu/ctlenews. In order to save and conserve, we are no longer distributing a print copy of the newsletter. Instead, we provide you with a one-page hard copy digest to let you know what the current newsletter contains and we ask you to peruse it online or print it out on your printer. The Digest will always provide you with a table of contents, a brief description of any articles, and the dates of our Faculty Advancement and ANGEL

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TO BLOG OR NOT TO BLOG *cont'd*

and downright inspiring material I discovered.

I became familiar with "The Newsosaur," former newspaper columnist and Silicon Valley CEO Alan Mutter, whose editorials on everything ranging from what newspapers can learn from Web giants to the newspaper revenue crisis can often be found reprinted in more mainstream publications. I read news about the latest media technology from Amy Gahrn, content strategist and media consultant to everyone from the Society of Professional Journalists to the United Nations. I got stories to share with students courtesy of Regret the Error, Craig Silverman's blog of media errors and corrections, which eventually became a hardcover book published by the Penguin group.

Suddenly, blogging didn't seem all that silly. On the other hand, it did seem like a whole lot of work. The Newsosaur was writing 400-1,200 word essays every day, including Sundays. I wasn't prepared to take on a second job, especially without getting paid for it. Obviously, his would not be the model I'd be trying to emulate. Instead, that distinction fell to the Poynter Institute's Mike Romenesko.

Romenesko is a fixture in journalism blogging, getting more than 70,000 hits a day from around the world. He runs the "must see" blog in the field of journalism, with fans from Scranton to Singapore. He's even achieved notoriety for creating "The Romenesko Effect" whereby, according to Slate magazine, "every journalistic sin—venial or cardinal—that's published and gets billboarded on his Web page becomes a national story."

For all its fame, Romenesko's blog follows a fairly simple formula. His posts consist of an original headline, a paragraph of introduction and a link to another site. There's obviously a lot of work that goes into finding the right stories, but the original content is kept to a minimum. He runs one or two dozen stories a day. If he can do that, I figured I could manage at least one a day. And with that, I resolved to join the world of blogging.

Three decisions remained: 1) who would be my audience; 2) where would I post my blog; and 3) what would I write about.

The first decision was the most important. Who was my audience? This would determine not only the types of stories I would select, but also the tone of my writing. I knew I wanted to write for my students ... specifically my 30 or so journalism advisees and those other students enrolled in my journalism courses. But would they be the

only ones reading the site? If so, I might as well post on Angel. Whether it was the idea that other people would benefit from my writing, that it might attract prospective students, that it would keep me honest or that it simply appealed to my own vanity, I decided a public blog was the better choice. It would be aimed primarily at my students, but with the knowledge that anyone who wanted to could tune in.

The second decision was where I should post the blog. Angel was out if I wanted others to read it. I considered asking the University to host the site, but that a quick call to the Help Desk revealed that while they were willing to accommodate me, we'd be breaking new ground. I'd seen too many blogs that didn't last beyond the first post. So, rather than go through a long process to get everything up and running, I decided to just select one of the free public blogging sites.

There exists a wealth of opportunities in the field of blogging. Without getting into too much detail, I selected wordpress.com. It was free. It was easy to use. It offered a lot of options. And if I decided to move it to the University's site, I could buy the software to do it all on my own. I selected the rather uncreative name of j-scranton and my new blog was born.

The last decision was, of course, what to write about. In the end, I decided three things would be most appropriate: 1) current events in journalism; 2) research, analysis and opinion related to journalism; and 3) communications with my students. Posts about current events and research fall into two categories: links to other articles, perhaps with some brief commentary, and unique articles/editorials that allow me to share my own observations along the lines of a typical blog. Communications with my students cover everything from class assignments to homework to snow cancellations.

A typical post starts with a brief introduction. For example: "The font you choose says a lot about who you are, according to a recent article in Newsweek." That's followed by a paragraph or two quoted directly from the source, as well as a link to that source. If I'm feeling opinionated or ambitious, I wrap it up with anything from a single sentence to several paragraphs of my own analysis and observation.

On days when I'm feeling I have something special to say, I might write a few hundred words of original material. For example, when a former mentor of mine at the University of Missouri was accused of plagiarism in an editorial he wrote, I uncovered an identical example of "quote-lifting" in a piece by national columnist

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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 facilitate 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,

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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TO BLOG OR NOT TO BLOG *cont'd*

Ted Rall. Contacted by e-mail, he defended himself and Merrill, saying that "... his critics are ignorant of the norms of opinion writing." That post earned me a link on Romenesko and more than 400 visitors from newspapers in a dozen countries.

That's been one of the nice surprises of blogging. A number of journalists in northeastern Pennsylvania have contacted me about the blog, from the news director at WNEP to area newspaper reporters to the operator of a "Media News and Gossip" site covering the region. It's been much more fun, exciting and rewarding than I had ever considered.

My students have benefited as well. My syllabus lists the blog address and informs students that it is their responsibility to read the blog daily. When the deadline approaches for their assignment to cover a speech, I post opportunities on the blog. When a student asks a question after class, I post the answer on the blog. When I come across anything I think they need to know about developments in the field, it goes up on the blog.

It's a useful paper trail for my own benefit as well. "You didn't tell us what the deadline was for the assignment." I mentioned it in class, but it's also right there on the blog. "I didn't know the quiz was today." I told everyone

last class, and it's right there on the blog. "I lost my syllabus." There's a copy right there on the blog.

It's not just selfish though. Blogging has made me a better teacher. I find that I'm more inclined to keep up with the latest happenings in journalism, not just in academic journals but also in trade publications, as well as newspapers and magazines. In fact, I've found that I will often call up my own blog posts to discuss more thoroughly in class.

That's not to say it's been perfect. As happens with other assignments, students don't always read the blog. In fact, I run a program that tells me how many are accessing the blog from the University and other locations on a daily basis. I had also hoped they would take advantage of the online discussion opportunity a bit more. I've made it part of "class participation" this semester. But I have to do a better job of integrating it into the course.

I'm in my second semester of blogging now. I'm not quite as concerned about posting every day as I once was. But I'm still posting often. I'm learning more about blogging, journalism and education every day. And that, in itself, more than pays for the effort I've put into the project. ♦



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FROM THE DESK OF THE EDITOR *cont'd*

workshops and keep you up-to-date on major happenings at the Center. We urge you to consult the Staff Notes of the Newsletter regularly to keep up with new developments in the Center.

In this current issue we feature an article on blogging by Matt Reavy in which he relates how he got started in blogging and what his experiences were with this form of social networking. André Oberlé looks at the impor-

tance of ongoing feedback from our students. Tom Leong, our Math Specialist explores the use of worksheets in math classes to support active learning, Jim Muniz, our Reading Specialist, discusses reading strategies. As well, there are all the news from the various sections of the CTLE.

We hope you find this issue of the newsletter interesting and informative.

André Oberlé, Editor

DID YOU KNOW?

The Center for Teaching and Learning Excellence organizes a program for first-year faculty to assist them in getting to know the University and feel at home?

Each new tenure-track faculty member is invited to join the program. New faculty members are paired with seasoned faculty member at the University of Scranton

who act as their mentors. Mentors are purposely not from the same department as the new faculty member. While mentors and their mentees may meet any time to discuss matters, there is also a monthly meeting with a formal program on teaching issues attended by both the mentors and the mentees.

This year, some twenty-five new faculty are participating. Reviews of past years have been very positive



FACULTY ADVANCEMENT SERIES

Fall Semester

For workshops on ANGEL, please see page 6

— **Wednesday, September 16, 2009; 2:30-4:30; STT 589**

Teaching With the Case Method and Problem-Based Learning

Facilitator: Dr. Linda Nilson (Clemson University)

Both the case method and problem-based learning (PBL) are proven powerful methods for engaging students in the subject matter, getting them to analyze situations, and giving them practice in applying the course material to solve real-world problems. These methods are well suited to disciplines that have a context for application or use. These include business, law, medicine, nursing, public health, all engineering specialties, education, philosophy (e.g., ethics), economics (e.g., macro, legal aspects), political science (e.g., policy analysis, public administration, constitutional law) sociology (e.g., social problems, criminal justice, organizations), psychology (e.g., clinical, abnormal, organizational behavior), biology (e.g., resource management, ecology, DNA testing, genetics), physics, chemistry, and research methods in general (e.g., hypothesis formulation, research study design). These methods have even been used in music history and art history. Refreshments will be served.

— **Tuesday, October 20, 2009; 11:30-1:00; STT 590**

Improving Teaching Effectiveness and Student Learning through Low-Stakes and Informal Writing Activities

Facilitator: Dr. Michael Reder (Connecticut College)

Active learning is self-reflexive, process-oriented, and personal, and should provide students the opportunity to assess their own learning. Such learning also creates the chance for teachers to become learners themselves: about the material, about students, and about teaching & learning. How can we create such self-reflexive learning experiences? One simple and adaptable method is by using low-stakes, informal writing. This interactive workshop will serve as a primer to the benefits of using informal writing as a tool to enhance student learning and to the many options for designing such assignments. Such informal (often non-graded or evaluated) writing assignments can improve student learning across all levels and abilities, in a variety of courses (seminar, large lecture, lab/studio), and in any discipline. A light lunch will be served.

— **Tuesday, November 17, 2009; 11:30-1:00; STT 590**

Using Active Learning Strategies to Enhance Student Learning

Facilitator: 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.

Contrary to what a lot of colleagues believe, incorporating such techniques into your classroom presentations and lectures, does not require any extra time. Nor does active learning force you to change your approach. It

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FACULTY ADVANCEMENT EVENTS *cont'd*

simply asks you to modify what you are doing and, in many cases to formalize what you might already be doing without being aware that you are promoting active learning. A light lunch will be served.

The Faculty Advancement information given here is accurate at the time of publication but may change 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.

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



ANGEL Workshops the CTLE Offers

ANGEL Basics I

This workshop will cover the following:

- Highlight the features of ANGEL
- Introduce the basic modules of ANGEL as well as the new policies and procedures for the system.
- You will learn how to get started using ANGEL, design the structure of your course, place your syllabus online and upload your course materials.

ANGEL Basics II *

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

* Pre-requisite for this workshop: Must have attended ANGEL Basics I

ANGEL Open Workshop *

Now that you've attended ANGEL Basics workshops, this "drop in" Open Workshop is intended for faculty who want one-on-one assistance with their ANGEL courses. Staff and technical students will be there to assist. Faculty can attend this workshop anytime during the posted hours and should bring any source file you may want uploaded into ANGEL.

Please Note: This workshop is not intended to teach faculty the Basics of ANGEL.

* Pre-requisite for this workshop: Must have attended ANGEL Basics I

Tests/Quizzes/Assignments

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

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ANGEL Workshops *cont'd*

pools, add question types from within ANGEL as well as from other sources, and how to regrade a question. You will also learn how to create a drop box, where students can electronically submit their assignments for review and grading and how to link assignments to the Gradebook.

Reports/Agents/Learning Objectives

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

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

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

How to setup Discussion Forums for your entire class, Teams and/or individual Journals.

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

Gradebook

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

ePortfolio

The ePortfolio feature in ANGEL enables students and faculty to create an evolving picture of educational as well as personal growth and development. It allows individuals to link progress to institutional, course, and personal achievements, and includes the concept of "certified" artifacts – artifacts imported from ANGEL Courses that include grades and faculty comments. There is also an ePortfolio blogging capability that allows students and faculty to maintain an ongoing record of educational and co-curricular activities. Sharing elements of an ePortfolio can be accomplished by creating "Publications" – custom web pages consisting of various artifacts from a student's ePortfolio – and emailing or granting other ePortfolio users permission to see specific aspects of one's work. This workshop will introduce you to the powerful features available in ANGEL ePortfolio.

Offerings

Watch your mailbox for ANGEL workshop announcements.

Direct all questions pertaining to ANGEL to Eugeniu Grigorescu (5519) or Aileen McHale (4365).

UPDATE FROM THE WEINBERG MEMORIAL LIBRARY

Bonnie Oldham, Distance Learning Library Services Coordinator, Weinberg Memorial Library

CREDOreference is a new research tool that has been added to the Weinberg Memorial Library's Web site. This is the place to start if you want an overview of a topic. It is a great alternative to using Wikipedia because it provides authoritative answers from hundreds of reference books such as dictionaries, encyclopedias, biographies, handbooks, and books of quotations. These books cover every major subject area including Art, Business, History, Law, Medicine, Music, Philosophy, Psychology, Religion, Science, and Technology. CREDOreference can be found either in the Library's A-Z List of Databases or in the list of "General" Subject Databases.

In addition to providing general information, CREDOreference also provides links to related resources. If you want to know more about financial bailouts, you can enter the word "bailout" in the search box. Your results can be narrowed by subject, by entry type, or by date. Or, you could continue your search in the Library's online catalog or any one of a limited number of the Library's periodical databases.

The default is to search all of the reference books in the database, but you also have the option to search a specific subject or a particular book, for example, the U.S. Census 2000. This book contains a multitude of facts about people, business and geography and is presented in the form of dynamic tables which can be customized and exported to Excel.



Another one of the useful features in CREDOreference is that it automatically creates a citation for you in APA format, but you could also get your citation in MLA, Chicago, or Harvard format. The citation can be either e-mailed or saved in your RefWorks account.

If you would like to learn more about the CREDOreference database, you can ask a Librarian. You can stop by the Reference Desk, located on the second floor, during the hours the Library is open. You can also click on the "Ask a Librarian" link on the Library's Home page, and select either the IM, 24/7 Chat, or E-mail options. v

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 staff offices are open Monday to Friday from 8:30 am to 4:30 pm.

You may find our webpage at

<http://www.scranton/ctle>

for 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

REVIEW OF 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 notification letters should be referred to the CTLE.

4. Discuss Student Accommodations Request(s)

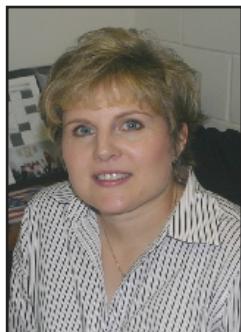
Once the student provides the faculty member with a copy of the faculty notification letter, discuss with the student the specific accommodations requested for the course. Each faculty notification letter includes a list of recommended accommodations, based on documentation provided by the student. These 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 MARY ELLEN PICHIARELLO

Learning Enrichment Specialist, CTLE

THE STORY OF SUPPLEMENTAL INSTRUCTION (SI)

Three years ago the CTLE implemented Supplemental Instruction (SI) in all Math 106 and 107 courses. SI is a form of academic support where an experienced tutor leads regularly-scheduled group study session for a specific course traditionally known to be difficult.

In fall 2008, the CTLE staff expanded the courses that would provide SI to include BIOL 110 (Structure and Function) and CHEM 110 (Introductory Chemistry). These courses traditionally have high tutoring requests. The main goal of SI in these courses was to involve students with material as well as introducing good study habits and learning strategies. Another goal was to put students in charge of their own learning and encourage them to take ownership of their progress in the course.

I felt that it was important to get a faculty member's perspective on this type of academic support, so I asked Dr. Maria Squire, Biology Department, to share her thoughts and feedback on the experience.

Dr. Squire's statement: Last semester, Mary Ellen Pichiarello and Tom Leong asked me to participate in the Supplemental Instruction program for my Structure and Function (Anatomy and Physiology) course and I agreed. I was assigned two SI leaders, one for each of my sections of Structure and Function. Each SI leader held 2 SI sessions per week, and all of the students enrolled in my sections were welcomed to attend any of the 4 SI sessions that were offered each week. Throughout the semester, many of my students did use the SI, and a handful attended the sessions on a regular basis. Of the students who did not use the supplemental instruction, many of them cited conflicts with the times that the sessions were held. Though one semester is not really long enough to draw too many conclusions of the effectiveness of the SI sessions, I have had some time to reflect on the experience of participating in the SI program.

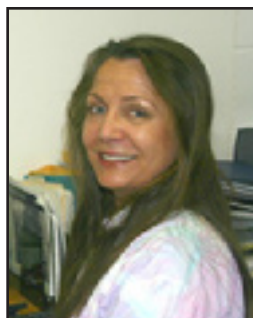
From my perspective, there are a number of positive aspects to the SI program. First, the SI leaders at-

tended my classes, so they had the benefit of having the same notes as the enrolled students. They were familiar with my teaching style and they were aware of my expectations for the students. Therefore, the SI leaders were better equipped for working with my students. In addition, the students enrolled in the class had a familiar face to go to for help who was also a peer and, perhaps, less intimidating than coming to me for help. Finally, I had the opportunity to interact with the SI leaders, and they were able to alert me to specific problems that students were having with a particular topic or topics. One concern that I had going into the experience was that students would not come to me or to my office hours to ask questions and that, instead, they would rely on the SI leaders. Although it seemed as if fewer students came to my office hours this past semester, I lack concrete data to make this conclusion.

Student feedback related to the SI program has been very positive. Some of the comments that I received on my student evaluations included:

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FROM THE DESK OF MARY BURKHART

Writing Center Coordinator, CTLE

The CTLE Writing Center staff has worked diligently to provide new resources and expanded consulting services for student writers. Whether you teach inexperienced student writers in need of basic skills training and confidence building, or experienced student writers looking to develop and polish their work in a supportive, collaborative environment, we encourage you to make use of the CTLE Writing Center. Take a look at what's new at the University of Scranton Writing Center.

FACULTY REFERRALS

Do your students need personalized writing instruction in addition to the instruction you provide in class? Do your students need a refresher course in Basic English grammar, punctuation, or mechanics? Do your students have questions about citing sources or formatting academic papers? Do your students want to take their writing to the next level of clarity, effectiveness, or eloquence? If you answered "yes" to any of these questions, the Writing Center can help. The Referral Form is now completely online. Not only can you submit it via the web, but you can also follow the student's progress online as well. Upon submission of the form, the student is notified via email and asked to make an appointment with the Writing Center.

Follow the steps below to access the form.

1. Log into My.Scranton.
2. Click on the Faculty tab.
3. Click on Self Service (UIS).
4. Click on the Faculty Services tab.
5. Click on CTLE Writing Center Referral.
6. Select Term and Course to add a new referral.

To view your student's Writing Center Sessions follow the steps above. The review information appears at the bottom of the screen.

ONLINE RESOURCES

Through the "Student Services and Opportunities" page of the CTLE web site, students can submit the "Writing Assistance Request Form" to schedule one-on-one, group, or online appointments with trained Writing

Center Consultants. Students can also use the "Online Resources" page to access a variety of interactive writing tools, such as:

- Refworks.com – Learn how to properly cite sources and create bibliographies
- Turnitin.com – Identify and avoid plagiarism
- MLA, AMA, APA style guides – Learn how to format academic papers and document sources
- ESL resources – Services for non-native English speakers/writers

INTERACTIVE TUTORIALS

The "Writing Skills Tutorials" page has been updated and expanded to provide opportunities for writing practice and interactive learning. Our staff has created tutorials on many obstacles commonly faced by developing writers, such as:

- Revising for Conciseness
- Active vs. Passive Voice
- Avoiding Tense Shifts
- Maintaining Parallel Structure
- And more...

To suggest topics for additional tutorials, contact the Writing Center via phone or email.

ONLINE CONSULTING

The Writing Center now offers online consulting sessions using Google Docs and Google Talk software. These applications allow the consultant and student client to interact in real-time and edit documents collaboratively. Ideally, we will be able to use the voice chat function in order to communicate with ease. To get started with online sessions, students need the following:

- A Google Account (allows them to use both Google Docs and Google Talk)
- An Internet Connection
- Speakers & Microphone (allow students and writing consultants to communicate without typing)

(continued on page 17)



FROM THE DESK OF Aileen McHale

Instructional Technology Specialist, CTLE

Sharpening ANGEL Gradebook Skills

The CTLE will be offering a special workshop on Friday, February 27 from 2:00pm-3:30pm, "Beyond the Gradebook: Tips and Tricks." This workshop results from a number of faculty inquiries regarding the use of Gradebook. The workshop will showcase the following skills:

- Hiding the Gradebook from students
- Adding a certain number of points to every student's grade for a given assignment
- Entering a grade or a final grade and preventing students from seeing it
- Adding a final grade to the Gradebook and preventing it from counting toward the total grade
- Giving students "extra credit"

Please visit the CTLE website to register online at www.scranton.edu/ctle.

ANGEL ePortfolio

In December 2008, an ePortfolio module became available within ANGEL. The ePortfolio feature in ANGEL enables students and faculty to create an evolving picture of educational as well as personal growth and development. It allows individuals to link progress to institutional, course, and personal achievements, and includes the concept of "certified" artifacts—artifacts imported from ANGEL courses that include grades and faculty comments. Also, ePortfolio has blogging capability that allows students and faculty to maintain an ongoing record of educational and co-curricular activities. Sharing elements of an ePortfolio can be accomplished by creating "Publications"—custom web pages consisting of various artifacts from a student's

The CTLE will be offering a faculty workshop on ePortfolio on Thursday, February 19 from 11:30am-1:00pm in STT590. This workshop will introduce faculty to the powerful features available in ANGEL ePortfolio. Please visit the CTLE website to register online at www.scranton.edu/ctle.

Students can access on-line tutorials for assistance in learning how to use the ePortfolio feature at www.scranton.edu/ctletutorials.

Writing Classes

The CTLE staff and Techcons (student technical consultants) continue to provide assistance to students taking introductory writing courses that require them to use technology in developing a "visual argument" project. The project requires students to make a short film with a message that takes an argumentative stand about a chosen issue. The film must make a pro or con commentary that is clear to the audience.

The movie making software used is Windows Movie Maker or Apple iMovie, which enables students to imbed still images, audio and video, transitions, video effects, titles and credits to their film. Students also use YouTube, a popular, free video sharing website, which lets users download, upload, view, and share video clips across the internet.

Students can obtain technical assistance in one of three ways: (1) Visit the on-line tutorial at: www.scranton.edu/ctletutorials; (2) Make an appointment to work with a student Techcon by calling Aileen McHale at 941-4365 or (3) Walk-in to the CTLE technical resource lab (STT589). The assistance available includes using Windows Movie Maker or Apple iMovie, recording audio and incorporating it into the project, downloading video clips, importing video clips and editing them, and including transitions.

CTLE Techcons

The CTLE's team of technically savvy students, called Techcons, plays an integral part in providing quality instructional technology services to both faculty and students. In return, these positions enable students to gain invaluable training and experience in the field of instructional technology. They are exposed to the use of high-end software tools and hardware. Each semester they are required to fulfill a "professional development" project that will enhance both their technical and pedagogical training and experience. These experiences reflect very positively on their resumes. The CTLE currently has four Techcons, three of whom will be graduating in May. Therefore, the CTLE will be seeking new candidates for these positions. Referrals are welcome! ♦





FROM THE DESK OF JAMES MUNIZ

Reading Specialist, CTLE

Memo to Students: Reading is not a Strategy

Most study demands reading as a requisite skill, but reading without conscious strategies designed to process and learn information will prove less than effective or efficient. When students use their skill of reading they must process information. Processing information involves moving information from sensory memory, where we have attended to it and become aware of its importance, to short term memory. The information in short term memory, which has a very short shelf life and limited capacity, must be moved to long term memory. This transfer of information requires the establishment of reliable pathways that allow the information to be retrieved. Information may reside in long term memory without being accessible because of the lack of efficient retrieval cues. These required steps in information processing cannot be accomplished solely by using the skill of reading.

Students must ask themselves:

- 1.) How do I ensure that my reading is efficient and comprehension successful?
- 2.) How do I determine the importance of material or whether it supports the point I want to make?
- 3.) How can I facilitate regular review of information so that learning can take place?
- 4.) How can I learn and interpret material so that the material is readily available for problem solving?

In order to accomplish the tasks implicit in these questions, students must develop strategies that will allow them to take advantage of their skills. The number of strategies needed to accomplish these tasks can be daunting. Conscious strategies must be developed for

when to read and where to read in order for reading to be efficient and effective. Strategies must be developed for monitoring of comprehension because time invested in reading cannot be wasted. Strategies for determining the importance of text that range from a conscious vision of what the reader should find in the text to techniques for questioning the text must be developed. The ability to regularly review important information requires strategies more sophisticated than re-reading. Finally, learning important material will require strategies for reorganizing material and the development of personal meaning for the material in order for successful recall to occur.

Two impediments deter unprepared students from developing these strategies. First, the sheer number of strategies that must be developed disturbs the comfort they feel with older but ineffective strategies. Secondly, the new strategies produce incremental improvement in learning rather than overnight success. Students who have discovered that they must take control of their learning process embrace the process of strategy development and accept the process of improvement. These students have discovered the internal motivation that drives them along this path. Many students, however, suffer because of inexperience in developing inner motivation.

The question then arises, can we help students develop the inner motivation needed to commit to a process of improvement? The talent certainly exists at the University level to provide this help for students. However, do we invest resources in such an endeavor? ♦

DID YOU KNOW? that the CTLE provides up to 1,200 hours of tutoring per term and hires 150 tutors? * that 21 Math courses had Supplemental Instruction involving some 500 students thereby significantly reducing attrition? * that 120 students with disabilities were registered with the Center? * that the Center makes special accommodations for students with disabilities and that manner some 500 tests and exams are given? * that the CTLE has eight full-time employees? * that The CTLE has just had its seventh birthday?



FROM THE DESK OF TOM LEONG

Math Specialist, CTLE

Freshmen face a serious challenge in transitioning from high school to the university particularly in their mathematical education. Not long into their first semester, they realize that they have to figure out how to learn on their own and that skimming the surface will not suffice. This is especially daunting for underprepared students with gaps in their mathematical background. Unfortunately, this population is growing. Here are some numbers.

THAT WAS THEN

In 1985

- 46,000 high school students took the AP Calculus Exam
- 10.05% of college freshmen enrolled in a calculus or higher level math course

THIS IS NOW

In 2008

- 292,000 high school students took the AP Calculus Exam
- 6.36% of college freshmen enrolled in a calculus or higher level math course.

What is going on here?

This is not surprising—more high school students are learning Calculus than ever before. In 1985, 46,000 high school students took the Advanced Placement Exam in Calculus while in the spring of 2008, that number was 292,000. Over the last decade, the number of AP Calculus Exams given each year has grown exponentially with no sign yet of approaching an inflection point (Lutzer et al., 2007). Given that not all high school students who take Calculus follow up with the AP Exam, it is reasonable to estimate that half a million students learn Calculus in high school. In the past two decades, the number of

high school students learning calculus has increased by several hundred-thousands.

This is surprising—and seemingly contradictory—in the same time period, the number of college freshman at four-year institutions taking math courses at the Calculus level and above has fallen by 76,000 (National Center for Education Statistics, 2007). In percentages, this statistic is even more dismal—the percentage of freshman taking Calculus or higher courses has dropped from 10.05% to 6.36%. In our own house, the numbers are not so dismal. In the Fall 2008 semester, 13.2% of University of Scranton freshman were enrolled in a Calculus or higher math course. However of all freshman enrolled in a math course, 52.3% of them were taking either Math 005 (Algebra), Math 106 (Algebra II) or Math 103 (PreCalculus). However, recent statistics show that 94.8% of high school graduates completed courses at these levels or higher.

This is a problem. Not only are incoming freshman failing to take what should be the next course in their mathematical education, but also they seem less prepared than they should be. David Bressoud, president of the Mathematical Association of America, uses the apt metaphor, “Mind the Gap,” to describe this challenge facing undergraduate mathematics education. What can be done about this significant gap between student experience in high school and the expectations they face on entering college?

At the university level, not much can be done about their high school education. The problems in K–12 mathematics education are widely known, but once here we cannot change what and how students learn in high school. What we can do is acknowledge this gap and consider what can be done to better the first-year experience of our own students.

Bressoud suggests restructuring freshman courses so that they build on what students know while also being

(Continued on page 15)

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Leong cont'd

mindful and addressing the gaps in their knowledge (Bressoud, 2009). CTLE services such as the Peer Tutoring Program and Supplemental Instruction Program can help in this respect. If a student needs a relearn a topic that's a bit hazy, tutors and SI Leaders are available (ask any SI Leader for a Calculus course—they spend most of their time reviewing algebra). A course structured to take advantage of these services can support the 'rusty' students while at the same time providing fresh challenges and moving forward.

What we cannot do is lower our expectations, scale down our courses and redefine what is means to know algebra or Calculus. It's essential to keep standards

high. But to keep these standards high, we must acknowledge the gap and rethink how we approach our courses in order to accomplish a most essential goal—to get students from where they are when they enter college to where they need to be. ♦

References

1. National Center for Education Statistics. 2007. *Digest of Education Statistics*. US Department of Education
2. Lutzer, D. J., S. B. Rodi, E. E. Kirkman, and J. W. Maxwell. 2007. *Statistical Abstract of Undergraduate Programs in the Mathematical Sciences in the United States*. American Mathematical Society
3. Bressoud, D.M. 2009. Is the sky still falling? *AMS Notices*. 56: 20–25.

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Burkhart cont'd

PLEASE NOTE: As online consulting via a Google account is a new capability, we face a learning curve for both consultants and clients. However, this resource will make the Writing Center more available to the student body.

UNIVERSITY OF SCRANTON FACEBOOK

Our Facebook account is up and running and soon we will be posting "Writing Tips of the Week" and "Writing Quotes of the Week." Additionally, the Facebook page offers general information about Writing Center, consultants, and services.

As always, the Writing Center staff is available for in-class presentations and Q & A sessions. For more information, visit our "Faculty Writing Services" page. If you have additional questions or wish to schedule an in-class presentation, please contact me.

REMEMBER: The Writing Center is here to help you and your students!

sports, and anything else that interests them. Others 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 tutorials 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. ♦





CTLE DIRECTOR'S REPORT

André Oberlé, Ph, FUC

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 good 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 had been 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 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.

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 accommodation of students with learning disabilities. ♦

(Continued from page 10)

PICHIARELLO *cont'd*

"The SI sessions were certainly beneficial throughout this semester."

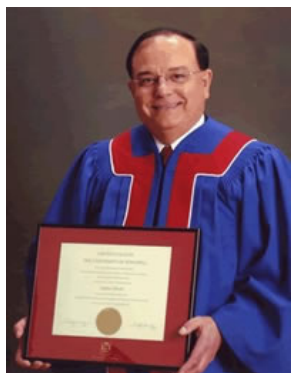
"SI was great. My students are fortunate to have two wonderful young ladies serving as their SI leaders. Overall, I was pleased with how SI went last semester and am happy to have my same 2 SI leaders working with us again this semester."

Supplemental Instruction has been implemented in many universities and colleges in the United States and Canada over the past twenty years. It is a peer facilitated academic support program that increases academic performance and retention in difficult courses

Supplemental Instruction has been implemented in many universities and colleges in the United States and Canada over the past twenty years. It is a peer facilitated academic support program that increases academic performance and retention in difficult courses through its use of collaborative learning strategies. SI attempts to encourage students to become actively involved in their own learning. The SI leaders provide a structured study session and facilitate a process of collaborative learning. This is important since it helps the students to empower themselves rather than depend on traditional tutors to do this for them. When SI leaders combine what to learn with how to learn it, students are able to develop both content competency and transferable academic skills that result in higher grades.

In the News

ANDRE OBERLE IS INDUCTED TO FELLOWSHIP AT UNIVERSITY OF WINNIPEG



Dr. André Oberlé, Fellow
of United College

André Oberlé was awarded Fellowship in United College by the University of Winnipeg, Canada. This honor is the highest award a Canadian University may bestow on a former employee. André feels very honored to have received this recognition for outstanding service.

The citation reads as follows: "André Oberlé's commitment to The University of Winnipeg has spanned 37 years of

dedicated service. His life-long passion for teaching and learning is evident when chatting with former students and colleagues. In addition, he's offered exceptional contributions to administration and self-governance.

Oberlé created a nurturing and supportive learning environment for his students as a gifted professor. Known for motivating his students, he helped them develop a real appreciation and understanding of the German language. His reputation for substance and style of presentation goes beyond our campus and includes the prestigious Goethe-Institute where he was invited to teach German and develop programs.

He was instrumental in the University's amalgamation of the Germanic and French Studies departments. Oberlé played a key role in the process, exhibiting tact and diplomacy.

Oberlé built an international reputation as a pioneer and promoter of sound learning technologies, innovative teaching strategies, and best practice learning assessment methods.

Oberlé was instrumental in motivating faculty to venture into new teaching technologies and develop online courses. He has also promoted the 'smart classroom' development and expansion on campus.

Known for his solid and sensible style, Oberlé's excellent communication and mediation skills served the University well on more than forty committees he chaired or contributed to as a member over the years.

As an administrator, he served as Director, Centre for Innovation in Teaching and Learning, Associate Dean of Arts and Science, Consultant for Learning Technologies and Chair, Department of German Studies.

The University of Winnipeg recognizes André Oberlé's generosity of time, professionalism, energy and expertise with admission as a Fellow in United College." ♦

OUR NEW GRADUATE ASSISTANTS



Kristin Manley

We would like to take this opportunity to introduce Kristin Manley and Micah Ash, CTLE graduate assistants to the University community. Kristin and Micah will offer help to those students who seek academic assistance through the CTLE. Through weekly one-on-one meetings with students, they are able to offer help with developing time management skills, recognizing learning strategies and utilizing appropriate study skills, learning note taking skills

and understanding the importance of goal setting in order to succeed in the academic arena.

As a graduate of the University of Scranton with a B.A. in English, Kristin is very familiar with the University community and has served as a resource for those students making the transition from high school to college during her first year as a graduate assistant. She also participated in numerous organizations as an undergraduate including the Honors Program, through which she was able to conduct research in her field of interest: the connection between counseling and literature. She

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(Continued from page 6)

IN THE NEWS *cont'd*

also worked in the CTLE's Writing Center as a writing consultant for three years, a job which afforded her the opportunity to work with college students on a one-on-one basis. Her work as a peer consultant allowed her to bring a level of experience to her position as GA.

Kristin is in the process of completing her final year in the School Counseling Graduate Program at the University of Scranton, after which she will receive a M.S. in Secondary School Counseling. After graduation, she hopes to attain a School Counselor position at a Philadelphia area high school. Eventually, she would like to pursue an Ed.D. and work at the collegiate level. ♦



Micah Ash

Our newest addition to the CTLE staff is Micah Ash, a graduate of East Stroudsburg University, who received his B.A. in History and M.Ed. in History. While he was an undergraduate student, Micah worked as a peer counselor and mentored ACT 101 freshmen on study skills and college adjustment. Counseling techniques were used to provide an individualized

academic and personal support system for students to achieve their highest potential. Micah also brings experience to the position as a peer mentor, resident advisor and advocate for students with disabilities.

Micah will continue his education at the University of Scranton in the School Counseling Graduate Program.



FACULTY GRANTS AND STIPENDS

Teaching Enhancement Grants

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

Proposals will be reviewed by a faculty subcommittee of the CTLE Advisory Group. All applicants will be notified in December 2009.

Successful applicants will be asked to do a workshop for the CTLE in the future

A letter from Charles Kratz, Dean of the Library and Information Fluency, and guidelines for the application will be sent to all eligible faculty members at the end of September 2009.

Stipends for Online Courses

The CTLE is pleased to announce that stipends of up to \$3,000 are available for full-time faculty interested in obtaining funding to assist with the initial development of a 3-credit web-based course created in the ANGEL course management system. Priority will be given to proposals that incorporate multimedia resources. Faculty must have the course online by the summer of 2010 or fall 2010. Faculty will receive payment after the course is online and the course syllabus has been submitted to the Dean of the Library and Information Fluency.

Proposals will be reviewed by a faculty subcommittee of the CTLE Advisory Group. All applicants will be notified in December 2009.

A letter from Charles Kratz, Dean of the Library and Information Fluency, and guidelines for the application will be sent to all eligible faculty members at the end of September 2009. ♦

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.

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

Tutoring Services — 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 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). ◆



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



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

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

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

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

THE CTLE ADVISORY GROUP

- **Dr. Anthony Ferzola** — Mathematics, Committee Chair and Faculty Liaison to the CTLE
- **Dr. Karen Brady** — Occupational Therapy
- **Dr. Satya Chattopadhyay** — Management / Marketing
- **Dr. Rebecca Dalgin** — Counseling and Human Services
- **Dr. Marian Farrell** — Nursing and Faculty Liaison to the CTLE
- **Dr. Irene Goll** — Management / Marketing
- **Prof. Eugeniu Grigorescu** — CTLE Associate Director (*Ex officio*)
- **Dr. Patricia Gross** — Education
- **Dr. Joseph Kraus** — English
- **Dean Charles Kratz** — Library (*Ex officio*)
- **Prof. Mary Elizabeth Moylan** — Library
- **Prof. Donna Mazziotti** — Library
- **Dr. Hong Nguyen** — Economics
- **Dr. André Oberlé** — CTLE Director (*Ex officio*)
- **Dr. Peter Olden** — Health Administration
- **Dr. Lee Penyak** — History
- **Prof. Beth Sindaco** — English
- **Dr. Robert Waldeck** — Biology

THE STAFF OF THE CTLE

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- **Aileen McHale** — Instructional Technology & Enrichment Specialist
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- **James Muniz** — Reading Enrichment Specialist; Academic Development Program Director
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- **Mary Ellen Pichiarello** — Learning Enrichment Specialist
Tel.: 941-4039; Email: maryellen.pichiarello@scranton.edu
- **Paula Semenza** — Office Manager



THE CTLE TEAM

Front Row (left to right):

Mary Ellen Pichiarello, Paula Semenza, Aileen McHale.

Back Row (left to right):

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