



Volume 6, Issue 1 — Fall 2010

# Reflections

on Teaching and Learning

CENTER FOR TEACHING AND LEARNING EXCELLENCE

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## SEEKING FEEDBACK FROM YOUR CLASSES: LITTLE EFFORT, HUGE GAIN

André Oberlé, PhD, FUC, University of Scranton

The literature on effective teaching (e.g., Piccinin and Boston) frequently stresses the importance of giving good-quality feedback to your students in a timely manner to enable them to improve their learning. This feedback needs to be formative in nature in order to further enhance the learning opportunities for students. Professors are realizing more and more that a lot of learning takes place when they give students meaningful feedback on their activities. Such feedback may develop into a fruitful dialogue between student and professor. When professors question something in a passage in a positive manner, for instance, more often than not, students will get in touch with them to discuss the matter. As far as students are concerned, such feedback is an invitation to give feedback to professors.

While there is a lot of discussion about the nature and importance of feedback to be given to students, much less is being written about the importance of ongoing feedback from students to their professors. Needless to say, such constructive feedback is crucial for establishing an atmosphere where learning is nurtured most effectively and where students are aware of their role in the teaching/learning process.

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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

This is the last newsletter I am editing on behalf of the CTLE. As most of you know, I am retiring at the end of January 2011. The five and a half years I have spent at Scranton as the Director of the CTLE have seen many changes. During this time the CTLE has found its place in the University community and plays an important role in the education of our students.

When I joined the CTLE, I found a group of dedicated individuals working very hard to enhance the learning experience of our students and to give faculty and

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## **SEEKING FEEDBACK** *cont'd*

There are, of course, the official course evaluations at the end of a course. Undoubtedly feedback from such evaluations is invaluable, especially if the instructor is willing to mine it for red threads. However, the feedback from most instruments is quite limited. Institution-wide evaluations tend to be more or less generic, even if there is a section where questions specific to a particular course may be asked.

While course evaluations give valuable information about students' perception of the quality of instruction, they are inadequate if they are the only means of feedback for professors. There are two reasons why this is the case. In the first place, course evaluations occur at the end of a course and therefore do not benefit the students giving the feedback. Worse than that, course evaluations don't lead to a dialogue between students and professor and, by their very nature, are monologues. No wonder, a lot of professors react cynically to them or see them as a necessary evil at best and cannot see of what benefit they might be to them. However, such an attitude is not fair. Course evaluations are not designed to give comprehensive feedback specific to a course. They are an assessment tool that allows us to compare institution-wide the perceptions about courses through a uniform instrument.

If we want specific constructive feedback about our courses from our students in a timely manner we therefore need to do things in addition to the official course evaluations and we need to do these things while the course is in progress, so that we can enter into a dialogue with our students. There are a number of simple ways through which we can seek the right kind of feedback to ensure that we are effective as teachers.

Many colleagues spend a few minutes of the first class on gathering student expectations for a given course and then compare them to their own expectations. Such feedback need not consume a lot of class time. While some colleagues merely read this feedback for their own information, much can be gained from sharing it with the class. Many colleagues spent some time talking about course objectives and learning objectives in the first class. It is useful at this time, to also survey the expectations the students bring. This survey can be very simple—the instructor simply hands out file cards and asks students to write down three goals they would like to achieve in the course. The instructor can study these goals and respond to them in the next class. This kind of exercise presents an invaluable opportunity to

discuss disparities in expectations and explain course objectives further. It also shows your students that you care about what they think.

The same feedback can also be gathered by dividing the class into smaller workgroups and asking them to produce a prioritized list of goals for their group. Again, the class as a whole needs to hear about these goals and the instructor's proposal on how these goals will fare in the course. The fact that some goals may be unrealistic or not pertinent can be turned into a positive situation by explaining why these expectations are not appropriate for a given course. Students react very positively to hearing their ideas being discussed.

Feedback exercises like this start the class out on a solid footing. They show students that the professor cares and takes them seriously. They lay the ground work for good dialog between students and professors.

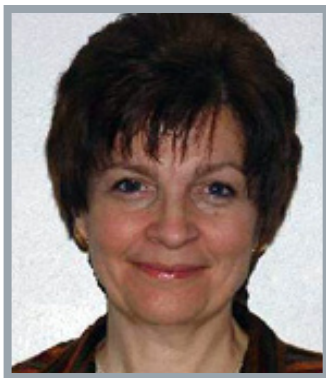
Let us look at some other means of gathering feedback from students. A very effective tool is an instrument generally known as a Stop/Start/Continue Survey or SSC. It can be used at any time in the progress of the course and it can be used more than once. This type of survey is widely used to solicit constructive input about a particular course from students. It is very simple to administer and provides a great basis of discussion between students and their professors. Here is how it works.

Students are handed a sheet of paper with the three headings "Stop," "Start," and "Continue" written on it. They then explain how they see what it is that they are doing in the course and indicate what activities they would like to stop and the reason for that request. Next they indicate things that are not being done right now but would, in their perception, be useful to start. Finally, they list all the things that, in their perception, are good as they are and which therefore should be continued. The rationale for each item must be solicited if the answers are to be useful. The survey may be done anonymously.

It is made clear to students before the survey is administered, that just because changes are requested, it will not mean that changes will follow automatically, but that all such requests will be given serious consideration and will be discussed in class. Through this list of items, the professor obtains two important things: insight into what students perceive as important concerns and a "speaker's list" for issues to discuss with the class and get further feedback. The SSC survey is not a wish list. Instead, it is a list of issues that ought

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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. Prof. Betsey Moylan will take the place of Dr. Ferzola effective Spring Session 2011 (see pages 13-14 for more details).

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](mailto:farrellm1@scranton.edu) and Anthony Ferzola may be contacted at [apf303@scranton.edu](mailto:apf303@scranton.edu).*

*Respectfully yours,*

*Marian Farrell  
Anthony Ferzola*

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### SEEKING FEEDBACK *cont'd*

to be discussed. If students want to discontinue an activity that is deemed to be pedagogically important, their raising of the question is a wonderful opportunity to explain to them why this activity is valuable.

Doing the SSC survey inevitably leads to fine tuning activities in the course. Another benefit is that students react very positively to being asked for input by their professors. It shows them that the professor cares.

There are, of course, other opportunities to seek student feedback. Consider the One-Minute Paper and related techniques. Some colleagues give students the opportunity at the end of class to take one to three minutes to respond to a question such as

- What was the most important thing you learned in class today?
- What important question do you have as a result of today's class?
- How would you apply the theory we have just discussed in a practical way?
- What concepts did you have the most difficulty in understanding?
- Briefly explain what is meant by . . .

While most One-Minute Papers give feedback about the content of the class, they can easily be used to seek feedback on presentation styles and teaching approaches. Thus you could ask:

Please rank the following modes of learning in order of preference and briefly give the reasons for your preference.

Rank	Activity	Reasons for preference
	PowerPoint presentations Discussion in small groups Lectures Presentations by students Working with worksheets Student presentations Other	

The ranking alone would not give the professor sufficient information. Knowing the reason for the preference, however, will be most helpful.

A simpler and more informal way to obtain this information is to ask the class whether they found your PowerPoint presentation an enhancement and why. The

professor could ask what the students liked about the presentation and what appealed less and why.


To obtain feedback on your classroom activities, you will want to make the assessment anonymous. Ask your students to rate you on points that are important to you. Here are some examples:

The Professor . . .

1. explains things clearly	1 2 3 4 5
2. is approachable	1 2 3 4 5
3. reviews material regularly	1 2 3 4 5
4. gives useful feedback	1 2 3 4 5
5. encourages active learning	1 2 3 4 5
6. promotes student learning	1 2 3 4 5
7. seems interested in students	1 2 3 4 5

Needless to say, that the questions shown here are only examples and should be replaced by your own concerns. The grading scheme could be replaced by a sliding scale such as a continuous line

Never                      sometimes                      very much so



or "yes" / "no" / don't know" or whatever other categories you find useful.

If you wish to preserve anonymity for students, most course management systems such as ANGEL allow students to fill out questionnaires anonymously. In ANGEL for instance, you go to the Communication Tab and look for "Polls" under the heading "Course News and Events."

It will take students only a few minutes to fill out such surveys and provide professors with invaluable information. Why wait until the end of the term to find out that students perceived the labs to be useless when some meaningful discussion about the role of labs and the concern of students at the beginning of the course could have led to a better understanding of the role of labs and have led to much more student satisfaction?

### Conclusion

The importance of relevant feedback from students in student-professor interaction cannot be overemphasized. Thus, professors should take advantage of the many opportunities to solicit feedback from students while the course is being taught. Understanding the perspective of students

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### **SEEKING FEEDBACK** *cont'd*

will enhance communication about course goals and student outcomes and allow professors to adjust their presentation. Soliciting such feedback can take a great many forms and does not have to consume a lot of class time. Soliciting student feedback on your teaching is rewarding and well worth the effort.

#### References:

Boston, Carol. "The Concept of Formative Assessment." Clearinghouse on Assessment and Evaluation. University of Maryland, College Park (2002). ERIC.

Web. <http://pareonline.net/getvn.asp?v=8&n=9>

Gathering Feedback from Students. Center for Teaching. Vanderbilt University. Web. <http://cft.vanderbilt.edu/teaching-guides/reflecting/student-feedback/>

Piccinin, S.J. Feedback, key to learning: Green Guide No. 4. Halifax, Nova Scotia: Society for Teaching and Learning in Higher Education, 2003. Print.



## **FACULTY ADVANCEMENT SERIES**

### **Fall 2010 Semester**

For workshops on ANGEL, please see page 6

### **RESPECT AND ETIQUETTE IN THE CLASSROOM**

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

**Tuesday, September 21, 2010 in STT590**

Join us for the first of our series of workshops on teaching effectiveness.

This workshop will help participants maintain classroom civility and offer suggestions on how to foster a respectful and collegial learning environment.

Come and bring your own experiences pertaining to this topic to our workshop and enjoy an informal lunch and discussion with your colleagues.

A light lunch will be provided

### **SHOWCASING TEACHING ENHANCEMENT GRANTS AND DEVELOPMENT**

Past recipients of these grants and stipends

**Thursday, September 30, 2010 in STT590**

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

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## **FACULTY ADVANCEMENT EVENTS *cont'd***

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 provided

## **TEACHING TO PROMOTE SELF-REGULATED LEARNING**

Dr. Linda Nilson (Clemson University)

**Wednesday, October 20, 2010; 2:30-4:00 in STT 590**

Self-regulated learning is the meta-cognitive skill and practice of strategically planning, monitoring, and evaluating one's learning—a key study habit that few students know about. Many studies tell us that instructors can improve their students' exam performance, written and designed products, and problem-solving skills by incorporating into their courses even one or two of the many forms of self-regulated learning activities. These modest additions also reduce the overconfidence that many students feel about their mastery of the material and their ability to apply it.

After this workshop, you will be able to design and integrate proven self-regulated learning assignments and activities into your courses. You can choose from among those designed for specific times during the term (beginning, middle, and end) and those connected to lectures, reading, problem sets, papers, projects, quizzes, and exams.

**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](http://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!**

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

staff an opportunity to meet and look at best practices. It was a tremendous privilege to join this team and work with this team to achieve what we are today.

We pair more than a thousand students each semester with tutors, have developed supplementary instruction, have expanded the Writing Center, accommodate a sizable community of students with disabilities, provide reading services and help with study skills. We bring in speakers who are leaders in their field and give ongoing support with learning technologies and provide general assistance with pedagogy and course design. We practice the *cura personalis* mandated to us with energy and passion.

As I am getting ready to leave, I do so with a sense of pride in our achievements. We have accomplished a lot and the team I leave behind will continue to do so.

I want to thank each and every one—Eugeniu Grigorescu, Mary Ellen Pichiarello, Aileen McHale, Jim Muniz, Mary Burkhart, Tom Leong. A special thank-you to Paula Semenza, our Office Manager for her dedicated service to the department and for keeping me on track. As well, I want to thank the Faculty Liaisons, Dr. Marian Farrell and Dr. Anthony Ferzola for their inspiring dedication and their trust in and support of our work. I shall miss them so very much. I thank the Dean of the Library, Charles Kratz, for his engaged support and the many colleagues who have actively supported our work.

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

André Oberlé, Editor



## ANGEL WORKSHOPS AT THE CTLE

The following workshops are offered by the Center for Teaching and Learning excellence on a regular basis. The schedule for workshops to be offered in the spring follows. The schedule was up-to-date as of the writing of this Newsletter. Please check our web page for changes beyond our control.

### **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.

### **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.

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## UPDATE FROM THE WEINBERG MEMORIAL LIBRARY

Bonnie Strohl, Associate Dean of the Weinberg Memorial Library

### The Changing Face of the Library

Over the summer the Library changed access to its building and resources. The first floor of the Library was renovated to provide a 24 hour study space. Volumes of bound journals were relocated to basement storage so that shelves could be removed to provide additional open areas. This space includes seating for 120, a Uni-Print station, vending machines and a new restroom. Students can swipe their RoyalCards at the new sliding glass doors to gain access to the space when the Library is closed.

The Library's webpages were redesigned. Professor Donna Mazziotti coordinated this project. The redesign focused on the ways in which users locate materials. The new pages provide opportunities for the Library to keep users posted with current information about projects, activities and resources.

New digital signage has also been installed to keep visitors to the Library up-to-date with current information.



As always, the Library is very interested in hearing from users. Let us know what you think of the changes and what you would like to see next.

Bonnie Strohl

## 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.

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### **ANGEL Workshops cont'd**

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.

### **When are these Workshops Offered?**

Watch your mailbox for ANGEL workshop announcements or check our web page.

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



## **FACULTY EVENTS AND WORKSHOPS**

### **Spring 2011 Semester**

Thursday, January 6, 2011; 10:00 -12:00; STT 590

**Angel Basics I** (see description on p. 7)

Aileen McHale, Eugeniu Grigorescu (CTLE)

Wednesday, January 12, 2011; 10:00-12:00; STT 590

**ANGEL Gradebook** (See description on p. 9)

Eugeniu Grigorescu, Aileen McHale (CTLE)

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**FACULTY EVENTS and Workshops** *cont'd*

Tuesday, January 18, 2011; 10:00-12:00

**ANGEL Open Workshop**

Aileen McHale, Eugeniu Grigorescu (CTLE)

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Tuesday, January 18, 2011; 5:00-7:00; STT 590

**ANGEL Basics I** (see description on p. 7)

Aileen McHale, Eugeniu Grigorescu (CTLE)

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Wednesday, January 19, 2011; 5:30-8:00;  
Brennan 509

**Adjunct Faculty Appreciation Dinner**

André Oberlé (Facilitator)

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Tuesday, January 25, 2011; 5:00-7:00; STT 590

**IT Faculty Refresher**

Aileen McHale, Eugeniu Grigorescu (CTLE)

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Thursday, February 3, 2011; 11:30-1:00; STT 590

**ANGEL Basics I**

Aileen McHale, Eugeniu Grigorescu (CTLE)

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Friday, February 4, 2011; 10:00-12:00; STT 590

**ANGEL Open Workshop**

Aileen McHale, Eugeniu Grigorescu (CTLE)

Tuesday, February 8, 2011; 11:30-1:00; STT 590

**ANGEL Gradebook**

Aileen McHale, Eugeniu Grigorescu (CTLE)

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Thursday, February 17, 2011; 11:30-1:00;  
Brennan 500

**Interpreting and Using Course Evaluations  
for Teaching Development**

Dr. Marian Farrell, Prof. Betsey Moylan  
(Liaisons to the CTLE)

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Thursday, February 24, 2011; 11:30-1:00; STT 590

**Faculty and ADA Compliance Issues**

Dr. Jeanne Kincaid

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Tuesday, March 29, 2011; 11:30-1:00; STT 590

**Assistive Technology for Students with  
Disabilities**

Linda Mesavage

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Tuesday, April 19, 2011; 11:30-1:00; STT 590

**Invisible Disabilities: Out of Sight, Out  
of Mind**

Dr. Marian Farrell, Prof. Betsey Moylan  
(Liaisons to the CTLE)





## CTLE DIRECTOR'S REPORT

**André Oberlé, PhD, FUC**

Director, Center for Teaching and Learning Excellence

Once again, the CTLE had a very busy spring semester and summer followed by an even busier fall semester. We provided services to 120 students with disabilities and proctored 450 tests and exams and accommodated some 1,600 requests for peer tutoring in the spring and fall. Three graduate assistants are working with students in the Academic Development Program (ADP) and with other students having problems with study skills and time management. Special workshops were also provided for students with disabilities. The Writing Center saw a 25% increase in the number of consultations given.

**Requests for our service are up:** Tutorial requests, assistance with reading challenges, technical assistance and demand for the services of the Writing Center are all up considerably.

**Workshops and Presentations:** We presented a number of workshops on teaching effectiveness and on ANGEL, our course management system. Our visiting scholars during the spring semester were Dr. Mills Kelly (George Mason University) and Dr. Richard Duschl (Penn State). They spoke on a variety of issues pertaining to teaching effectiveness. This fall, Dr. Linda Nilson (Clemson University) was back to work with first-year faculty members and to present a workshop for all faculty and staff in which participants explored how they could modify the way they teach and approach learning in order to help their students to become self-directed learners.

**Freshmen Workshops:** Several members of the staff of CTLE (Leong, Muniz, Grigorescu, Pichiarello, Oberlé) gave presentations on CTLE services in almost all freshmen courses by invitation of the instructors and sent all Freshmen a letter of invitation and several brochures outlining our many services.

**Collaboration With the Library Faculty:** Our collaboration with the Library staff continues. Together, we presented several workshops on new technologies (including social networking as it pertains to teaching and learning). This series of workshops began in the fall of 2009. We plan to continue presenting workshops on various topics pertaining to using technology in an educational setting during the coming session.

**Review of the Writing Center:** The Committee Reviewing the Writing Center concluded its work, and the Chair, Dr. Marian Farrell submitted a final report on behalf of the Committee. Our external reviewer, Dr. Ann Green (Saint Joseph's University) reviewed the reports and visited our campus in on Tuesday, October 19th and Wednesday, October 20th. A final report from the external reviewer is expected by the end of the semester.

**Website and Brochures:** Once again, we used the summer months to redo our website completely and significantly improved its navigation. A new bright design in compliance with the CMS adopted by the University makes it very attractive and efficient for users to explore in these pages the services we offer. At this stage, the whole site has been converted to the CMS format. We also edited all of our brochures to bring them up to date.

**Electronic Signage:** Electronic signage has been installed at the entrances of the CTLE, so that we can inform visitors of our services and give them direction. The signs will also present facts about effective learning. In addition, we will have a spot for the Writing Center on the TV column in the DeNaples Center and plan to continue having an information table for the Writing Center periodically in the De Naples Center at lunch time.

**The New Curriculum:** We have entered into talks with the Provost's Office concerning the implementation of the new curriculum and the role the CTLE will play in its implementation. It is clear from the preliminary talks we have had, that additional resources will be needed to meet the expanded services expected from us.

**The Move of the CTLE to Loyola Hall:** We are also in conversation with the Provost's Office about moving the CTLE to Loyola Hall for one year beginning this summer. This will be a very complicated move that needs to be well planned in order to keep the disruption in our services to an absolute minimum. Fortunately, we have already started information meetings with the Provost's Office.

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### Director's Report *cont'd*

**Departure of the Director:** As you already know from various announcements in the University, I am entering retirement as of January 31, 2011. A search committee has been formed and the search for my successor is under way.

The last five and a half years I have spent at the University of Scranton as Director of the CTLE have been very rewarding. During this time, the staff and I worked have closely together as a team, and together we have achieved a lot of things of which we can be very proud. It is with great regret that I leave, but I am also looking forward to a well-earned retirement. I leave with the conviction that the Center will continue to thrive and that the fine work we have begun will continue. I thank all of you for your support over the past five and

a half years years.

A special thank-you to the Staff of the CTLE: I would like to thank the staff of the Center for all our accomplishments. Their dedicated service is remarkable and constantly exceeds the requirements of their job descriptions and my expectations.

I would also like to thank the Dean of the Library and the Provost's Office for their continued support of the CTLE. Without their support very little could have been achieved.

Respectfully submitted,  
André Oberlé, PhD, FUC,  
Director, CTLE

## In the News



### CASE PROFESSOR OF THE YEAR

The University of Scranton named **Dr. Josephine M. Dunn, Ph.D.**, its CASE Professor of the Year in recognition of her outstanding performance as a member of the faculty.

Professors awarded by individual schools are then eligible for further recognition by the Council for Advancement and Support of Education (CASE) at the state and national levels.

Josephine M. Dunn arrived at the University of Scranton in 1988 after teaching Art History at Rice University, Houston, Texas. She holds two undergraduate degrees, summa cum laude -- one in studio art (BFA) and the second in art history (BA) from the University of Houston, where she graduated as Phi Kappa Phi Distinguished Graduating Senior in the College of Fine Arts and Humanities. Her academic studies were subsequently completed by an M.A. and Ph.D. in Art History from the University of Pennsylvania.

Dr. Dunn teaches a wide range of courses, from Native American Art to Art of the Holocaust, and offers readers and tutorials in topics ranging from The Forbidden City to Sacred Spaces to the "Art" of Costume. Currently, she directs the Art and Music Program and collaborates with art history minors preparing for graduate study in art history, museum studies, and historic preservation. She co-directs a faculty seminar, The Catholic Intellectual Tradition, and is Co-Director of the Italian Studies Concentration. Organizer and leader of 3-week travel seminars to Italy and one-week seminars to Greece, she regularly schedules art trips for students to New York City, Philadelphia and Washington, DC as well. Recently, she collaborated in designing the Individualized Major, and now directs the university's first student to major in art history.

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### **In the News** *cont'd*

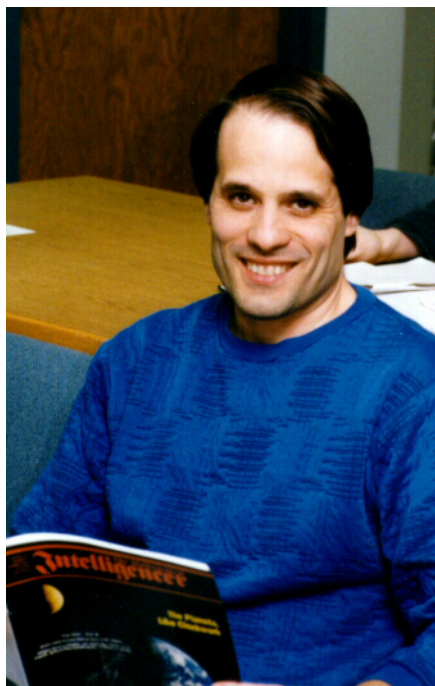
A strong advocate of local history research, Dunn designs courses and museum internships for students on the art and architecture of Scranton, the history of women, city-planning and urban reform, and oral history. In 2007, she founded the Biennial Regional Conference on Women and History in NEPA that brings leading historians to Scranton and provides a platform for students to share their research with the local community. As a twice Pennsylvania Commonwealth Speaker, Dunn represents the Pennsylvania Humanities Council throughout the state as she lectures on extraordinary and largely unrecognized women in regional history. In May 2010, her lecture will be filmed for PCN's "Humanities on the Road."

During the 22 years she has taught, Dunn has received numerous grants and scholarships: two Fulbright grants to Italy; a Samuel H. Kress Foundation Scholarship at the Kunsthistorisches Institut, Florence; two NEH Summer Seminar/Institutes (Cornell University and Oxford, ENG) and many local and state grants. Her articles on Renaissance art have appeared in international journals, and she has twice presented papers at the Medieval International Congress at Kalamazoo, MI.

In 2010, she became an honorary member of the National Jesuit Honor Society, Alpha Sigma Nu.

### **The CASE Award**

The Council for Advancement and Support of Education (CASE), an international association of colleges, universities, and independent elementary and secondary schools, began the Professor of the Year competition in 1981 to recognize faculty members for extraordinary commitment to undergraduate teaching, for contributions to the lives and careers of students, and for service to their institutions and the teaching profession. Professors awarded by individual schools are then eligible for further recognition by the Council for Advancement and Support of Education (CASE) at the state and national levels. ♦



### **DR. ANTHONY FERZOLA**

We are sorry to report that Dr. Anthony Ferzola of the Department of Mathematics is leaving his portfolio as Faculty Liaison to the CTLE at the end of the fall semester. Supporting the Center since its founding, Dr. Ferzola has been a wonderful asset to the CTLE. He is innovative and a most dedicated and supportive colleague and he is blessed with the most wonderful sense of humor and, it seems, limitless energy.

Anthony is a past recipient of the Provost's Award for Excellence in the Scholarship of Teaching and Learning, and the Edward Gannon Award for Teaching, given by Alpha Sigma Nu at the University of Scranton. For his article "Euler and Differentials," he received the prestigious George Poyla Award of the Mathematical Association of America.

He is leaving his portfolio of Faculty Liaison to become the Director of the Peace and Justice Program at the University of Scranton. We will miss him very much and wish him well in his new undertaking.

We thank him for the inestimable contributions he has made to the Center during his term as Faculty Liaison. ♦

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## PROF. BETSEY MOYLAN

We would like to welcome Prof. Betsey Moylan of the Weinberg Memorial Library as the new Faculty Liaison to the CTLE. Betsey is an Associate Professor and the Chair of the Library Faculty. She has been working with the CTLE since its creation. During this time she has been on the Advisory Group to the CTLE Director and Acting Faculty Liaison for one semester in 2006. Known for her active support of the Center, she brings a world of experience and her legendary energy to this new position.

In addition to her affinity for issues pertaining to teaching and learning, Betsey's interests include Children's Literature, Broadway Theater, and kayaking at Moosic Lake. Her service contributions include Member of Board of Trustees of Scranton Public Library, and Member of Scranton City Planning Commission.

Betsey brings a lot of dedication, enthusiasm, and energy to her new portfolio. We are happy to have her on board and look forward to working with her. ♦



## DR. MARLENE MORGAN

Dr. Marlene Morgan is a full time faculty member in the Department of Occupational Therapy at the University Of Scranton. Dr Morgan was a founding member of the Department of Occupational Therapy from 1997 – 1999. During that time, the Department received its initial accreditation. She returned to the University of Scranton in 2005 and was named as the Program Director in the Department of Occupational Therapy in 2006. She received a B.S. degree in Biology from The Pennsylvania State University, a masters degree in Occupational Therapy (MOT) from Texas Woman's University and a doctorate in Educational Administration and Policy Studies from Temple University. Dr. Morgan brings over 25 years of academic and clinical experience to the University. She has held a number of academic positions including appointments at Temple University in Philadelphia, Pennsylvania and Rush University in Chicago, Illinois. Her clinical experiences

include a combination of patient care and administrative responsibilities at the Rehabilitation Institute of Chicago, The Rush System for Health in Chicago and The Children's Seashore House in Atlantic City.

Dr. Morgan's current teaching responsibilities include geriatrics, physical rehabilitation practice, and research. Her current research interests are in the areas of maintaining independence in community dwelling seniors through the use of home modifications, and interdisciplinary education in the health professions. She is most proud of and invested in mentoring future occupational therapists in the processes of evidence based practice and research methods. Dr. Morgan has published and presented nationally and internationally. Dr. Morgan is a member of the American Occupational Therapy Association (AOTA) and the Pennsylvania Occupational Therapy Association (POTA). ♦

## THE PROVOST'S PART-TIME FACULTY EXCELLENCE IN TEACHING AWARDS

Our Adjunct Faculty are an important component of the team that makes the University of Scranton what it is. The recipients of this award for 2009-10 were, Lynn Scramuzza (English and Communications), Victoria Ann Castagna, (Counseling and Human Services), and Cecelia Taylor, (Communications). Congratulations on this fine achievement! ♦



## FROM THE DESK OF Aileen McHale

Instructional Technology Specialist, CTLE

### Tips on Using ANGEL:

#### Equations and Formulas

- Instructors have the ability to add equations and formulas using the HTML editor present with most ADD CONTENT items. Once the HTML editor is opened, click on the  $\Sigma$  icon on the toolbar. This utility uses Java, so make sure you have the latest version of the software installed.
- Students do not have access to the HTML editor when uploading materials, therefore students can only upload equations and formulas as images or documents.

#### How Students View Grades

There are three ways for students to see their grades in an ANGEL course:

- A cursory view available through the My Grades nugget on the course home page. This provides grade viewing by category only
- A more detailed view is accessible via the Report Tab, by setting parameters to Category = Learner Profile and Report = Gradebook Grades; click Run. This view provides individual grades and class averages
- An in-depth view of the grades is accessible by using the steps above, but choosing Category = Grades. This view groups the student grades by category, displays comments for each assignment, and provides the overall grade for the course.

#### How To Re-Arrange Assignments in Gradebook

- Click the Course you want to re-arrange content for in your Gradebook.
- Once inside the course, click the Manage tab located at the top of the page.
- Click on Gradebook, which is located below the heading entitled, Course Management.
- Click on Assignments, which is located below Setup Tasks.
- Click on Rearrange, which is located below Assignments.

- Click and drag the assignments to their desired arrangement.
- Click on Save when you are finished.

#### How To Re-Arrange Categories in Gradebook

- Click the Course you want to re-arrange content for in your Gradebook.
- Once inside the course, click the Manage tab located at the top of the page.
- Click on Gradebook, which is located below the heading entitled, Course Management.
- Click on Categories, which is located below Setup Tasks.
- Click Rearrange, which is located below Categories.
- Click and drag the categories to their desired arrangement.
- Click on Save when you are completed.

#### Setting up a Drop Box for Peer Review

Do you want to have your students see their classmates' submissions in an ANGEL drop? When creating the drop box, click on the Review tab and from the User Review drop down menu choose "Peer Review – all users see all submissions". Click Save to save your settings.

#### How to allow students to share documents in ANGEL

Ever wonder if there was way to allow students to share documents in ANGEL? Well, there is and it is very easy to setup. Follow these steps:

- Click on the Manage tab; Click Teams in the Course Management Nugget.
- Click Add A Team from the top menu.
- Enter a Name for the team.
- In the field for File Sharing choose Enabled from the drop down menu.
- Click Save.
- Add the Team Members you want to be able to share documents by putting a checkmark in the check box.
- Click Add Selected. Click Done.
- Click Exit Teams Editor.

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### TIPS ON USING ANGEL *cont'd*

- To access the folder that has been setup for File Sharing, click the Communicate tab. From **the** Team Files Nugget, click on the name of the Team you created.
- Click Add Content to add files to this folder for all members to see.

**If you would like assistance with ANGEL, please contact Eugeniu Grigorescu (x5519) or Aileen McHale (x4365) to schedule an appointment.**

### Turn-it-in.com and ANGEL Integration

Turnitin.com and ANGEL are now integrated!

For those readers who have never used Turnitin.com, let me explain that its Originality Checking component allows faculty to check students' work for improper citation or potential plagiarism by comparing it against three continually updated content bases: web pages, proprietary content from subscription-based publications, and previously submitted student papers.

If you are already familiar with Turnitin.com, the ANGEL integration makes the process seamless. You can now add a specifically designed Drop Box which will eliminate the need to navigate to the Turnitin.com Web site to create your assignment. Students can use this Drop Box to submit their papers. Both you and your students can view the originality report generated for each submitted paper.

### How does this work?

From the Lessons tab of your ANGEL course, click Add Content, and select Turnitin Drop Box. You will see a window announcing a New Look for Turnitin.com. You

may safely close it before proceeding. Then, you will be asked to accept the Turnitin.com terms of use. Click on the screen prompt to agree. You will only have to do this once.

Next, you will create your assignment. The following fields are required:

- assignment title
- start date (You may change it accordingly; if set in the future, students will not be able to submit until that date.)
- due date (Due date must be later than the start date.)
- post date (You may ignore this date.)

There are more options you can setup for your assignment. Click the more options link to select what options you want to include. A few suggestions:

- Generate Originality Reports for student submissions
- Select immediately (can overwrite reports until due date). This will allow students to submit a revised paper based on the originality report that was generated
- Exclude bibliographic materials from Similarity Index for all papers in this assignment?
- Choose Yes
- Allow students to see Originality Reports?
- Choose Yes
- Allow submissions after the due date?
- Choose Yes

Click Submit when done. This will create the assignment and return you to the Lessons tab in ANGEL.

Once students have submitted their papers, an originality report will be generated for each paper. Click on the Drop Box created for the assignment to view the student submissions and originality reports. ♦



## DID YOU KNOW?

that the CTLE provides more than 1,000 request for tutors per term and hires some 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 some 500 tests and exams have been given so far this year? \* that the CTLE has eight full-time employees? \* that the CTLE has been an important unit in the University of Scranton for almost eight years? \* that the CTLE is eager to assist you with your teaching projects? ♦

## 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. Iordanis Petsas** — Econ / Finance
- **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*) — term expires January 31, 2011
- **Dr. Peter Olden** — Health Administration
- **Dr. Lee Penyak** — History
- **Prof. Beth Sindaco** — English
- **Dr. Robert Waldeck** — Biology

## THE STAFF OF THE CTLE

- **Dr. André Oberlé** — Director — term expires January 31, 2011  
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- **Aileen McHale** — Instructional Technology & Enrichment Specialist  
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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 Burkhart, Tom Leong.