

2009 Schedule at a Glance

# Engaging Minds: Pedagogy and Personalism

## 14th Annual DePaul Faculty Teaching & Learning Conference

Conference Center  
Eighth Floor DePaul Center, One East Jackson Boulevard

Friday, April 17, 2009

- 8:15 a.m. – 4:00 p.m. Conference Registration and Coffee
- 9:00 a.m. – 10:30 a.m. Welcoming Remarks—Helmut Epp, Provost  
Keynote Speaker—Punya Mishra  
*Blurring the Boundaries, The Personal and the Professional in a Webbed World*
- 10:40 a.m. – 11:40 a.m. Concurrent Sessions, Emerging Technologies Room
- 11:50 a.m. – 1:20 p.m. COLT Teaching Excellence Luncheon and Panel  
Welcome and Introductions—Ginger Malin, Chair of COLT  
Panelists: Barbara Willard, College of Communication  
Andrea Kayne Kaufman, School of Education  
John Gabriel, School of Education  
Jean-Philippe Labruyère, Computing and Digital Media  
Raffle for Flip Video
- 1:30 p.m. – 4:50 p.m. Emerging Technologies Room
- 1:30 p.m. – 2:30 p.m. Concurrent Sessions
- 2:40 p.m. – 3:40 p.m. Concurrent Sessions
- 3:50 p.m. – 4:50 p.m. Concurrent Sessions
- Wine and Cheese Reception, Raffle for Flip Videos

## **Program Committee**

Jodi Cressman  
Director, Office for Teaching, Learning and Assessment

Sharon Guan  
Director, Instructional Design and Development

Ginger Malin  
Chair, Committee on Learning and Teaching

Special thanks to:  
Heather Banas, Katherine Cermak, Todd Diemer,  
Todd Hover, Andrea Klein, and  
Rick Salisbury

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**Instructional Design & Development  
and the  
Office for Teaching, Learning & Assessment**

## Program of Events

9:00 a.m. – 10:30 a.m.

**Welcoming Remarks**  
Helmut Epp, Provost

*DePaul Center, 8005*

**Keynote Address**

***Blurring the Boundaries, The Personal and the Professional in a Webbed World***

One of the primary goals of teaching is to make the life of the mind come alive for our students and we attempt to do it any which way we can, manipulating props and ideas to convey a personal and unique connection to our students and the subject matter being taught. As teachers, we want our students to see us as being knowledgeable yet accessible, wise but funny, cerebral but warm, benevolent and yet firm. With increased use of online technology, these paradoxical demands get further complicated because in the online context these contradictory impulses need to be represented through the arcane language of HTML and "channeled" through a bunch of electrons sitting on a web server somewhere. Moreover, the increasing use of content management systems and an emphasis on "standardization" has led to a bland and uniform look and feel for course websites. In this presentation, Dr. Mishra decries such a one-size-fits-all approach, and argues that the design of any course needs to carefully reflect the passions and pedagogical philosophy that drive the instructor. This becomes increasingly important as we move into newer Web 2.0 and social media that blur the boundaries between the personal and professional, between faculty and students.

*Dr. Punya Mishra, Associate Professor of Educational Technology, Michigan State University*

10:40 a.m. – 11:40 a.m.

**Emerging Technologies Room**

*DePaul Center, 8002*

Conference participants are invited to visit the emerging technologies room to discover—and try for themselves—new teaching technologies such as flip videos and clickers and to explore and comment on several Learning Management Systems including BlackBoard and its alternatives (e.g. Angel, Moodle, eCollege, and D2L). Staff from ITD will be on hand to field questions and suggest applications.

**Social Justice and Critical Pedagogy: It's Not Just Service Learning**

This audio-video presentation focuses on DePaul student reactions to community-based service learning, provided through the Steans Center. In a few selected courses, I have incorporated a service-learning component into the curriculum. As future teachers, I feel my students can benefit most by working alongside those who they may ultimately be teaching and learning with, as part of their profession. Being that course curriculum focuses on understanding compelling problems in schools and in society, the utility of service learning involves students in hands-on experiences, civic engagement, and Vincentian personalism, whereby students begin to develop strategies to critical social problems. In this instance, learning transcends the classroom environment, as well as the teaching profession itself, as students begin to integrate the academic world with civic purpose. It is through community-based service learning that students come to understand class work as more than merely completing a set of tasks for a grade. Instead, learning, of this nature, promotes action, reflection, collaboration, and empowerment.

*Horace Hall, School of Education*

**Putting Virtue into Practice: Personalistic Encounters Within Our Classrooms and Beyond**

“Education is about opening [out.]” (Buber). Who and what’s doing such outward-opening? We all are. Personalism says, s/he who’s teaching matters. So too, those we teach.

What we bring of ourselves into classrooms—augments our abilities to teach critical, independent thinkers. So too, knowing our students as individuals, creates classrooms-qua-communities: authentic places of encounter. In addition to generating student questions and investigations, student-collaboration surfaces student-baselines: What do students come “knowing?” What stereotypes impress them as fact? What assumptions/presuppositions remain buried, blurring reasonable vision? What unacknowledged-habits blunt critical-acumen?

The personalistic principle, rooted in virtue-theory, says: Respect for oneself, and respect for others as persons, is the fundamental criterion for fruitful human-encounters. Virtue as pedagogy assists students in surfacing and examining their fundamental values and beliefs, and discerning how these are integral to their lives. Virtue as pedagogy asks: How is my being tied-to my doing? What does happiness look like for me? And how might I make choices consistent with these values, such that respect and well-being flourish for myself and others? My happiness and yours aren’t exclusive—we’re tied together in many ways. Let us move forward and explore these ways, and live our lives in light of our visions.

*Pia Altieri, Religious Studies*

### Teaching and Doing Activism

Chicago is the capital of community organizing. How can we teach the principles of direct action organizing and connect to our rich heritage of social change and offer students real-world opportunities to put this learning into meaningful practice? Tom has taught "The Artist as Activist," Acting Up - Using Theater & Technology for Social Change," and "Nonprofits & Social Change" - all incorporating elements of organizing and collaborative action.

*Tom Tresser, School for New Learning*

### **Panel: Teaching for International Perspectives**

*DePaul Center, 8010*

**Facilitators: Sharon Nagy and Joe Kinsella**

**Panelists:** *Russell Clark, Director, English Language Academy*  
*Rosanne Roraback, Director, International Student Office*  
*Nesreen Akhtarkhavari, Assistant Professor, Department of Modern Languages*

### Teaching for International Engagement

Internationalizing the University begins not with programs and partnerships, but must begin in the classroom. This panel presentation will present useful and straightforward ideas about how to engage international students in your classrooms, and in doing so bring an international perspective to your subject. We will begin by discussing the foundation of learning and human society, language, and how understanding the challenges and opportunities faced by your students whose first language is not English can help you engage them in a mutually satisfying classroom experience. We will also make practical suggestions as to how you might best engage international students to ensure that they understand your intellectual expectations and academic goals for the class. Finally we will examine on-line learning, and how technology can be used to bring a global perspective into your classroom discussions and academic content. While the idea of internationalization may seem a distant and sometimes ethereal concept, this panel discussion will try to emphasize how it is the *everyday engagements* we have with people from around the world that best help us educate *all* our students for an increasingly globalized world.\

### Expectations of Students Completing Intensive English Programs

What do we expect of students who have either completed an intensive English program or demonstrated their *minimal* English language proficiency on the basis of a TOEFL or IELTS score? And what challenges and opportunities do these students expect to face as they transition from ESL to degree programs? The presenter will offer some answers by outlining briefly the professional standards of quality programs such as the English Language Academy, those that focus on the acquisition of English for academic purposes. He will provide examples of the content of the top three levels of the instructional program of the ELA, and try to explain what exactly it means to be *minimally proficient* in English at the 550 (paper) or 80 (iBT) TOEFL, or 6.5 IELTS, level. It may be useful to gain an understanding of what exactly these students have done most recently in their pre-academic language training programs, either at DePaul or elsewhere.

*Russell Clark, English Language Academy*

### International Engagement: Understanding International Students in your Classroom

A description of general differences between the U.S. higher educational system and that of other countries will be provided. Practical suggestions will be made as to how faculty members might best

assist new international students to ensure that they have a clear understanding of faculty members' expectations. Examples include: proper citation of sources, faculty/student interactions, the degree of formality/informality in the classroom, the relative emphasis placed on development of critical thinking skills, and systems of evaluation of student performance. The presenter will also describe some of the unique pressures faced by international students studying in the U.S.

*Rosanne Roraback, Office of International Students and Scholars*

### **Learning on Ning: Breaking the Boundaries of Traditional Classrooms**

This presentation will focus on lessons learned from using Ning.com to introduce students to content, and using new media for collective learning and meaningful discussion, exploring global issues, engaging in reflective learning, exchanging ideas about topics of personal interest, and breaking the boundaries of traditional classrooms.

*Nesreen Akhtarkhvari, Ph.D., Department of Modern Languages*

### **Session: Helping Students to Read and Observe Carefully**

*DePaul Center, 8014*

**Facilitator: Ginger Malin**

### **Reading: How to Help Students Read, Then Read Well**

Faculty often complain that students don't read assignments, or when they read, they don't comprehend. Or if they comprehend, they are unable to read critically. This presentation offers a few ideas about helping students in this important area.

*Darsie Bowden, Writing, Rhetoric and Discourse*

### **The Eyes Have It**

The case for real utility for observational skills will be constructed. The implications for our fading capabilities will be suggested. The relevance for our students' futures will be established.

*Dick Farkas, Political Science*

### **Session: Teaching Technologies Faculty Showcase**

*DePaul Center, 8005*

**Facilitator: Sharon Guan**

### **The Use of Flip Video in a School of Education Field Experience Course**

This presentation will discuss the use of the Flip Video camera in a School of Education methods course. Several classes offered by the School of Education provide our pre-service teachers with the opportunity to teach in local schools. Classroom Management and Physical Education is one such class that all physical education and elementary educations are required to take. Students teach physical education classes at a local school once per week for six weeks and are directly supervised by the course instructor. The goal of the field experience is to allow students to develop their teaching strategies by actually practicing the theory covered in class. Students receive qualitative and quantitative feedback from the instructor and peers. However, actually being able to watch themselves through the use of video has provided the richest and most valuable feedback as students attempt to refine their practice prior to actual student teaching. The Flip Video allows the instructor to video tape each student each week and then within one day post it to the course's Blackboard site for student viewing. Students are required to watch the video, write a written reflection and discuss the lesson with class mates on the Blackboard site discussion board. The successes and problems associated with the use of this technology with by presented and discussed.

*Anna Marie Frank, School of Education—Teacher Education, and Kathryn Wiggins, School of Education*

### **Enhancing Community Among Discover Chicago Students Using Facebook**

Discover Chicago courses are designed for a dual purpose, that of teaching students about an academic topic and its relationship to Chicago as well as acclimating students to college life. A recent survey by a faculty member in the College of Computing and Digital Media has shown that a large majority of undergraduates use Facebook at least once a week, making it a familiar and useful tool in helping them to adjust to college life. In this presentation, the use of Facebook in a Discover Chicago class that explores the issues surrounding the Digital Divide is described. The Facebook group for the course serves a number of purposes. It allows the students to incorporate new classmates into their existing social structures, providing them with a connection between old and new groups of friends. The group provides the students with an early place to post pictures of their experiences as college students, even inspiring independent photo sessions of their new life. And it provides the students with a specific example of the type of support that those without the use of computers or the Internet are lacking, enhancing the academic topics in the course.

*Amber Settle, School of Computing*

11:50 a.m. – 1:20 p.m.

### **COLT Teaching Excellence Luncheon and Panel**

*DePaul Center 8005*

**Welcome and introductions: Ginger Malin, Chair of COLT**

**Panelists:** *Barbara Willard, College of Communication*  
*Andrea Kayne Kaufman, School of Education*  
*John Gabriel, School of Education*  
*Jean-Philippe Labruyère, Computing and Digital Media*

Raffle for Flip Video

1:30 p.m. – 2:30 p.m.

### **Session: Teaching, Collaboration and Community**

*DePaul Center, 8005*

**Facilitator: Ginger Malin**

### **Using Blackboard for Outstanding Student Team Projects**

I have a model by which I use Bb in Entrepreneurship and Management classes in order to manage project teams. We use Bb extensively with postings, discussions, and to build an online class community with its own culture. I will show examples of the Bb site from a past class, describe how to build the site, and have a former student say a few words from a student perspective.

*Patrick J. Murphy, Management*

### **Public Technologies and Social Networks**

This presentation will expose some free, public shareware and websites I introduce and use in my arts and education courses as a means to design networks of content building and public interaction.

Candidates in our program develop cooperative models of arts based content around personal understandings of what determines teaching and learning. I have been using the direct experiences of adolescents and community residents to recalibrate arts education in Chicago. Our work is based on democratic principles of participation and engagement that explore questions of the public sphere, pedagogy and the kind of city we wish to live in through the work of the collaborative artist project and teaching organization, Stockyard Institute.

*Jim Duignan, School of Education*

### **Community-Based Research as Pedagogy**

This interactive workshop will provide resources for university instructors considering developing or enhancing courses that integrate community-based research as pedagogy and as a means to address critical social issues. Participants will be guided through a series of topics that illustrate the benefits and challenges of educating students on community-driven and participatory approaches to research as part of their coursework.

*Howard Rosing, Steans Center for Community-Based Service Learning*

**Session: Teaching and Self-Awareness**

*DePaul Center, 8009*

**Facilitator: Katherine Cermak**

### **Student and Faculty Learning Styles in Introductory Programming and Finance Courses**

Introductory programming and finance courses both suffer from high rates of student withdrawal and failure. While higher rates of withdrawal and failure may be expected in technical and mathematically-oriented classes, the study described in this presentation and conducted in collaboration with Tom Berry in Commerce, considers how much the difference between student and faculty learning styles may be influencing this phenomenon. The study surveys students enrolled in introductory programming and finance courses as well as faculty who have been involved in teaching or developing these courses to determine what distribution of learning styles are found in each population. The survey uses the Feldman-Silverman instrument to measure learning styles as well collect basic demographic data. If, as we hypothesize, there is a disconnect between the predominant learning styles of instructors and students this may explain some of the difficulties students experience in these courses. Instructors could then be made aware of alternative ways to reach students who have learning styles that don't mesh well with the teaching methods currently being used. Even if insignificant differences are found to exist, the mere participation in the survey will alert instructors to the learning styles issue and may prompt some to explore alternative methodologies.

*Amber Settle, School of Computing*

### **Teaching and the Brain: Helping Our Students Get It**

New books about the brain seem to arrive every month. We can use this information to inform and improve our teaching techniques. Helping students understand their thinking and behavioral attributes help them understand how they naturally approach the subject. We will discuss the four thinking and three behavioral attributes of the brain with regard to teaching using the Emergenetics profile and book. The presentation will include information regarding the strong correlations shown with the test/retest analysis (analytical). This will be used to show how the instrument can be implemented for various

problems within a team or organization (structural). This can be applied to the broader implications of how the collaborative goals of the team can be accomplished collaboratively (social). Finally, the generation of ideas to solve problems and move to the next level of productivity and organizational efficiency will be presented (conceptual). Understanding ones own thinking and behavioral preferences can add to their self-awareness about why we choose paths and make decisions in life. Although we each use our entire brain, there are typically preferences that can be identified by using the Emergenetics profile. Several ideas, concepts and resources will be discussed, reference handouts will be included.

*Rich Whitney, School of Education—Counseling*

### **GROWing Minds: Take Off Your Professoring Hat and Put On Your Coaching Hat**

Developing the capabilities and high potential of students requires more than cognitive information sharing. The craft of coaching allows students to discover their own paths, engage their own future, and achieve high levels of performance, not by giving advice or direction, but by asking powerful questions.

The GROW model increases student resilience, in five minute coaching sessions, in classroom discussions, and in an individual advising sessions. First, vivid, detailed Goals are identified. (If time or money were not a barrier, what would complete success look, feel or taste like?) Second, current Reality is clarified, (Where are you right now with respect to reaching your goals?) Third, Options that could move you forward are identified. (What successes could you draw on to close the gap?) or (Given that you are completely successful, what is it that you would have done?) Finding a Way forward is the last step, (What could you do right now that would move you one step further toward your goal?)

Coaching benefits the student experience. Students gain increased control over themselves and their course work. Threats are reappraised and reframed as challenges, and they find commitment rather than alienation toward their tasks.

*David Drehmer, Management*

### **Session: Critical Thinking and Inquiry**

*DePaul Center, 8010*

**Facilitator: Jodi Cressman**

### **Critical and Holistic Thinking Beyond the Disciplines**

Critical thinking is all too often posed in terms of critical scholarship, which in the end accepts most of the canons and constraints of the academy. Real liberal education may be something else, and that something else, way too often ignored and too often not even discussed or put into words, should be a joint project of teachers and students working to learn together the nature of their concerns. The roles of faculty and students and different ways of approaching these problems will be explored.

*Jim Block, Political Science*

### **Thinking Through Ideas, Seeing Across Disciplines**

A series of visual art projects for non-art students will be presented. These projects are based on literary exercises and provide opportunities to bridge traditionally academic assignments with visual art projects. The goal is to take students out of their comfort zones and challenge them to think through and across their ideas and disciplines. Handouts will be provided.

*Matthew Girson, Art*

### **Embodied Engagement: Raising the Stakes of Critical Inquiry**

I will share a simple exercise that allows all students in classes large and small to simultaneously, safely, engage in discussion and debate about complex issues. Derived by theatre artist Michael Rohd from exercises introduced by Augusto Boal, this activity gets students physically involved in responding to "truth claims" of their own (or your own) devising. Applicable to all disciplines, this exercise is easy to learn, easy to implement, and an extremely powerful tool for engaging students in deep levels of critical inquiry.

*Christine Mary Dunford, The Theatre School*

**Session: Grading, Assessing, and Reflecting on Learning**

*DePaul Center, 8014*

**Facilitator: Sharon Guan**

### **The Final Grade: A Collaborative Process**

Purpose of Presentation:

To examine how the process of determining a student's final grade in a course can be a collaborative process between student and instructor.

Problem:

Determining the final grade of a student is often a process that involves the instructor calculating the work and performance of a student in connection to the instructor's expectations and the objectives of the course; the student must often wait to know what his/her final grade might be - lacking a voice in how the final grade is determined. Although the work of the student may "speak" for their efforts, should not the student as person be given a role in the process of how the final grade is determined, thus making the final grade a collaborative process in the community of the classroom?

Solution:

To make the process of determining the final grade a collaborative component of a course, the student should be given a role so that their voice and thoughts, as well as their work, are combined with the thoughts and voice of the instructor. Making the process of how a student's final grade is determined a discussion between student and instructor allows personalism into what is often perceived as an engagement by an instructor with the work of the student, but not with their person.

*Gregory Kiewiet, Reading, Writing, and Rhetoric (WRD)*

### **Creating a Classroom Community**

The use of blogs within a graduate journalism course lets students compare themselves with other class members and even with the professor, an adjunct with a long history in the business. Many lessons are learned in the process, especially by the professor.

*Joe Cappo, College of Communication*

### **Engaging Through Voice: Audio-Responding to Student Work**

To deal with the challenge of responding to drafts of student papers as a teacher of writing, I've started recording my comments on the computer and emailing an .mp3 file to my students. With a cheap microphone and free software [Audacity], I record spoken feedback to student work. Here's why:

- \* I can quickly provide holistic feedback on early drafts
- \* I can say more words than I can write in the same amount of time

\* I can better control the tone of my feedback (marginal comments can sound curt, I can encourage with my voice)

I find I can say more and respond more quickly to my students' writing. They also think it's cool. In this presentation, I'll teach participants how (and why!) to do it.

*Shaun Slattery, Writing, Rhetoric and Discourse*

2:40 p.m. – 3:40 p.m.

**Session: Educating for Social Responsibility**

*DePaul Center, 8009*

**Facilitator: Mark Laboe**

### **Socially Responsible Personalism: Collaborative Pedagogies for Vincentian Social Engagement of the DePaul-Adamson Program for Urban Poverty Reduction**

The DePaul-Adamson Study Abroad Program in Manila offers an innovative international opportunity to learn Vincentian personalism in action. Through an ongoing sustainable collaboration between our Vincentian universities and the community organizations of informal settlers, students learn the true meaning of university-community engagement for social change. One of the results of this innovative pedagogy and collaborative model is to instill on student a committed sense of civic engagement, international solidarity and public service to community organizations. Students experience the true value and meaning of our universities as "congregatio missionis", a community of people working for the sake of the mission beyond the classroom and engaged in our global cities.

Graduate students from Public Service collaborate with Adamson University faculty and volunteers from the Vincentian Center for Social Responsibility to conduct participatory poverty assessments that would benefit the livelihood and sustainability of impoverished urban communities in Metro Manila. This year's program has been extended its collaboration to the Steans Center for Community-based service learning and the Chaddick Institute for Metropolitan Development, active in the ongoing celebrations of Daniel H. Burnham plan of Chicago and Plan of Manila. Through their participation in this collaborative initiative students understand the engaged meaning of Vincentian personalism and public-community service.

*Marco Tavanti, School for Public Service*

### **Learning from Burnham and Bennett: Teaching a Sense of Public Service**

There are many ways one can look at the Plan of Chicago by Daniel H. Burnham and Edward H. Bennett. The one that I find most compelling is through the prism of public service and public policy: what skills, beliefs and assumptions did Burnham and his colleagues bring to their approach to the Plan? How can current students inculcate this model in their daily lives? To quote just one example from the text:

"...there is no stronger appeal made to the American citizen of to-day than comes from the call of one's native or adopted city to enter upon the service of creating better surroundings not only for one's self, but for all those who must of necessity earn their bread in the sweat of their brows."<sup>1</sup>

There is a significant pedagogical opportunity in combining reading the Plan together in class, and connecting it to the physical and sociological attributes of Chicago then and now. This is especially true in a school such as DePaul, where about 8.5% of freshmen report their parents' annual household incomes as below the poverty line.<sup>2</sup> Teaching students to think comprehensively and ambitiously about

how they can “create better surroundings” is a prime example of connecting coursework to the students’ real lives.

The Plan of Chicago and other texts may be used as a basis for student papers on specific aspects of history and geography; architectural and urban history; urban planning and public policy.

Footnotes

1. Plan of Chicago, Daniel H. Burnham, Edward H. Bennett, edited by Charles Moore. New York: Princeton Architectural Press, p. 81

2. “Your freshman class: Findings from research on first-year students at DePaul (and elsewhere),” Jodi Cressman, TLA Joe Filkins, OIPR, 2008 DePaul Teaching and Learning Conference Faculty Presentation.

*Martha Frish Okabe, Public Policy Studies*

### **Vincentians in Action: An Interfaith Reflection Framework for Social Responsibility**

The Vincentians in Action (VIA) model of reflection has been used in University Ministry for the past 6 years (since 2002) with DePaul students involved in direct service and advocacy work through the DePaul Community Service Association, as well as other student groups. Assessment of the program shows significant impact on the transformation of students’ “hearts and minds” as they reflect communally on their experiences using this framework, rooted in Vincentian values.

*Karl Nass, Project Director for Faith and Civic Engagement, and Fr. Guillermo Campuzano, CM, University Minister, Community Service/VIA*

**Session: Rigor, Reflection and Real Lives**

*DePaul Center, 8014*

**Facilitator: Sharon Guan**

### **Upping the Ante: Motivating Strategies for Reflection and Retention in First-Year Writing**

As a First Year Writing instructor, some of my goals are:

- to help students become better writers, readers, and thinkers;
- to challenge students intellectually and find ways for them to get personally involved in their lives as scholars;
- to create a sense of community in the classroom “a discourse community” by personally connecting with my students through written expression and by encouraging respectful discourse in the classroom;
- to motivate students to work hard at their tasks and to become invested in the DePaul community.

Last week, I was talking to one of my WRD 103 students in my office. She’d made an appointment to discuss her final portfolio and reflective essay. After we talked about the assignment, I asked her how things were going in her other classes. She smiled sweetly and made a most astonishing statement: “Your class is my favorite because you’re the only professor who knows my name.” According to this statement, I haven’t met my goals, but at least I knew Dorothy’s name, that she enjoys a close relationship with her mother, that her boyfriend is into ice hockey, that she commutes from the suburbs, that she likes animals, and that she hates her accounting class.

This presentation will explore some strategies I've used to employ intellectual rigor and reflection and in First Year Writing, while at the same time finding space for getting to know students on a personal level. I will look at methods for motivating students to use their time in and outside of class to their greatest benefit, to labor with care at the work of being scholars, and to concern themselves about the progress of their classmates. Assignments and classroom activities designed to promote intellectual rigor and personal involvement are at the heart of my teaching methods, and I will provide an opportunity to examine them. My goal for the presentation is to share ideas and exchange information with colleagues who share my passion for finding the best teaching methods to motivate and retain more of our wonderful students.

**Beth Ann Bryant-Richards**, *Writing, Rhetoric and Discourse*

### **Deep and Wide: The Pedagogical Value of Reflections and Case Studies**

Case studies are a helpful educational tool to push students into new and challenging situations. They prod students to imagine their way into real world circumstances and practice applying a variety of ethical approaches that are not always natural to them. Case studies have thus become a dominant form of teaching ethics. I worry, however, that a pedagogy centered on case studies inadvertently teaches students that ethics is a buffet. These approaches tend to validate a utilitarian model of ethics, silently communicating to students that ethics is about using whatever ethical means are necessary to achieve the end one desires. I, therefore, argue that a hearty dose of reflections alongside case studies are needed. Case studies push students' breadth of understanding, and reflections push students' depth. Reflections encourage students to examine the ethical resources in their own lives, families, and traditions. They challenge students to analyze instances of ethical thinking in their past and critique these in light of the different ethical approaches they have learned—often through case studies—in class. Used together, reflections and case studies engage students' minds not only in understanding others better but also in relating this new knowledge back into their daily lives. Instead of turning ethical inquiry into just an outward tool in which one applies general rules to specific cases, reflections can help transform ethics into an inward, reflective practice that becomes ingrained into the lived realities of our students.

**Joseph Blosser**, *Religious Studies*

### **Bringing Foreign Language Learning Into Students' Real Lives**

This presentation will showcase a Facebook project in beginning-level Chinese classes which brought Chinese language learning into students' everyday life. Nowadays, the majority of college students have their own Facebook account. Students are closely connected through various communication features in Facebook. Learning a foreign language, particularly Chinese, on campus cannot be more remote from students' real lives after class. The presenter will discuss how students of Chinese integrated Chinese learning into their everyday life through communicating via Facebook with classmates and people interested in Chinese learning and how the accessibility of the instructor through Facebook influenced students' attitude toward Chinese language learning. The drawbacks of using Facebook for educational purposes will also be discussed. Suggestions for integrating Facebook projects in the learning of all foreign languages will be provided.

**Li Jin**, *Modern Languages*

Facilitator: Ginger Malin

### Connecting HR Content to Students' Job Plans

I recently changed the homework assignments in my Human Resource Management course (MGT 307) from case studies to career-oriented exercises. My course now includes five such exercises: (1) determine the supply and demand for a job the student wants after graduation, (2) interview someone in that job and write a job description for it, (3) write selection interview questions and answers for that job, (4) using salary survey information, estimate the entry salary for that job, and (5) using benefits cost information, estimate the dollar value of the employee benefits plan for such a job.

My presentation would explain these five exercises and draw out the principles that can be applied to other courses. In keeping with the theme of the conference, the primary principle is to engage the students with the course content. That is supported by the following sub-principles: (1) take textbook material and have students apply it to their lives right now, (2) make textbook material personal to students by letting them decide how to apply the assignment, (3) give feedback to the students on how their work does/does not match up with the textbook's material, and (4) make these assignments a substantial part of the course grade.

*Dan Koys, Management*

### The Creative Crystal Ball: How to Stimulate Students to Express Why They Want to Be What They Want to Be

Third year law students are on the cusp of their career. They have spent nearly 20 years in school all leading up to becoming a lawyer. A couple years ago, DePaul Adjunct Law Professor Bret Rappaport started assigning his students a simple ungraded project to be presented at the last class to the entire class. In any medium they choose, each student must answer the question "Why do I want to be a lawyer?"

The results have been remarkable. From paintings to songs, poems to performance art, staid students have dug deep into their souls to answer the question. In doing so they have enjoyed the assignment, entertained and enriched their classmates, and perhaps most importantly, discovered something special about themselves.

*Bret Rappaport, College of Law*

### Everything I Ever Needed to Know About Teaching Math I Learned at a Party; at the Gym; on Vacation...

In this presentation I will describe an assignment from a mathematics methods course for which preservice teachers submit, weekly, a description of how they used mathematics in their daily lives for non-teaching purposes. Students are discouraged from using cell phone calculators and from relying on "school taught" algorithms. Rather, they are encouraged to use methods most appropriate for the problem context such as estimation and mental computation. Students must also explain their thinking and justify their solutions and strategies. As a result of this assignment, students recognize that: mathematics is used everyday, everywhere, and not just in the classroom; mathematics is important to learn for purposes that extend beyond teaching; mathematics is not static or prescribed because life is not; and being good at math means more than remembering algorithms and procedures. This assignment changes many preservice teachers' minds about the purpose of learning mathematics in school; and it

often changes many students' feelings of reluctance and negativity with respect to math to feelings of confidence and success. Conversely, for students who began sure of their mathematical expertise, they realize that there is still work to be done in order to prepare to teach even elementary-level mathematics.  
*Mindy Kalchman, School of Education*

3:50 p.m. – 4:50 p.m.

**Panel: Vincentian Personalism, Pluralism and Pedagogy**

*DePaul Center, 8009*

**Facilitator:** Fr. Guillermo Campuzano, CM, University Ministry

**Vincentian Personalism, Pluralism and Pedagogy**

In this panel we will present the core tenets of Vincentian personalism through the lens of diversity and pedagogy. Besides the theoretical foundations of my presentation (Vincentian anthropology and pedagogy), we will present concrete pedagogical techniques that can be used in a learning environment in terms of both curricular and co-curricular settings.

**Panel: Teaching Online**

*DePaul Center, 8010*

**Facilitator:** Beth Rubin

**Panelists:** *Beth Rubin, School for New Learning*  
*Dee Schmidgall, School for New Learning*  
*Lisa Ramos-Torrescano, School for New Learning*

**Purposeful Use of Multi-Media**

Multi-media can be a powerful addition to an online course. It can appeal to different learning preferences (auditory and visual learners), and can enable students to make connections through interacting with computer-based tools (e.g., to zoom, to try out connections modeled in widgets). Visual images are processed differently than verbal images, so it can facilitate understanding. However, without knowing the effects of multimedia on online learners, many faculty prefer to insert videos of lectures, modeling on the classroom experience. Web conferencing is used by some to deliver lectures, and many like to use multiple font types and colors to draw attention and personalize a course, or insert animated images to draw attention. None of these approaches makes optimal use of multimedia in an online environment, nor do they optimally support learning. This presentation will discuss where and when to use different kinds of multi-media in online courses, and advantages and disadvantages of different kinds. Literature on when to use different kinds of multi-media will be reviewed, and translated into a set of decision criteria for use.

**Panel: Mentoring and Teaching with Graduate Students**

*DePaul Center, 8014*

**Facilitator:** Lauri Dietz

**Panelists:** *Lauri Dietz, Director, University Center for Writing-based Learning*  
*Matthew Pearson, Assistant Director, University Center for Writing-based Learning*  
*Rickie-Ann Legleitner, Director Assistantship, UCWbL*  
*Rachel Salsedo, Writing Fellows Graduate Assistant, UCWbL*

### Personalizing Professional Development: Collaborations Among GAs and Their Mentors

We are submitting a panel presentation with Matthew Pearson (Assistant Director, Faculty Services), Lauri Dietz (Director), and two graduate assistants, Rickie-Ann Legleitner and Rachel Salsedo. Rickie-Ann holds a Director Assistantship and Rachel is the Writing Fellows Graduate Assistant. Both are new positions within UCWbL that invite close mentoring relationships with the directorship. Matthew and Lauri will discuss different models of mentoring, all which emphasize a personal responsibility for graduate student development. Specifically, they will discuss how to create spaces for collaboration between faculty/staff and students and how to use those spaces to validate the expertise of both mentor and student. They will also address how to balance collaborative and directive mentoring, how to manage workloads, and how mentoring can support the larger visions for any program or project. Rickie-Ann and Rachel will discuss their experiences in these positions, especially in terms of how they have personally grown and the extent to which they feel prepared for the next step in their careers and educational plans. The panel seeks to explore the broader question, “How can we best mentor the whole person in the profession?”

### A Late-Night TV Approach to Teaching Skills Courses

The effective use of a teaching assistant can enhance the classroom dynamic of a skills course. The instructor and TA adopt a team approach that I like to compare to the on-air dynamic between Johnny and Ed, Dave and Paul, and other late-night TV hosts and their sidekicks. As a student who has recently taken the course and applied what the instructor has taught in the real world, the TA in the classroom is the equivalent of the expert witness in the courtroom. A highly credible resource, the TA contributes to the class by (1) sharing first-hand work experiences relating to skills you are teaching, (2) reinforcing points you make, (3) relating how he or she approached your assignments last year, and (4) giving brief presentations on selected topics.

Strategically orchestrated TA classroom involvement will regularly refresh students' attention, energize the classroom environment, enhance both the TA's credibility and yours, personalize the class, and keep students motivated by connecting the coursework to their real lives. Using the example of a law school legal writing course (which demands clear, concise, structured writing), this technique can keep students motivated when the skills being taught seem tedious and abstract.

*Ben Alba, College of Law, and Steve Moell, TA for Legal Research, Analysis and Communication (LARC)*

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**Wine and Cheese Reception  
Raffle for Flip Videos**