
2010 SCHEDULE AT A GLANCE

CHALLENGING OUR STUDENTS, CHALLENGING OURSELVES

15TH ANNUAL DEPAUL FACULTY TEACHING & LEARNING CONFERENCE

FRIDAY, APRIL 16, 2010

8:30 a.m. – 3:00 p.m.	Conference Registration and Coffee
9:00 a.m. – 10:30 a.m.	Welcoming Remarks—Phil Funk, Faculty Council President Keynote Speaker—Lee Shulman The Quest for Engagement in Teaching and Learning: Where Routine and Surprise Collide
10:40 a.m. – 11:50 a.m.	Concurrent Sessions and Panel
12:00 a.m. – 1:30 p.m.	COLT Teaching Excellence Luncheon and Panel Welcome and Introductions—Ginger Malin, Chair of COLT Panelists: Joshua Jones, College of Computing and Digital Media Mindy Kalchman, School of Education Michaela Winchatz, College of Communication Zaya Khananu, School for New Learning
1:40 p.m. – 2:50 p.m.	Concurrent Sessions and Panels
2:50 p.m. – 3:05 p.m.	Coffee
3:05 p.m. – 4:15 p.m.	Concurrent Sessions and Panels
4:15 p.m. – 5:00 p.m.	Wine and Cheese Reception

PROGRAM OF EVENTS

9:00 A.M. – 10:30 A.M.

Welcoming Remarks

DePaul Center, 8005

Phil Funk, President of Faculty Council

Keynote Address

The Quest for Engagement in Teaching and Learning: Where Routine and Surprise Collide

Drawing on more than a decade of research at the Carnegie Foundation on the special character of instruction in professional education-law, medicine, the clergy, engineering, nursing and teaching-the conception of "signature pedagogies" has developed as a prototype for teaching in a highly engaged manner. This conception will be discussed with special reference to its implications for teaching and learning in the arts and sciences. Connections with opportunities for faculty scholarship on teaching and learning, as well as implications for assessment and accountability in higher education will be addressed.

Dr. Lee Shulman

10:40 A.M. – 11:50 A.M.

Session: Sharing Responsibility for Learning

DePaul Center 8009

Moderator: Jeremy Tutty

And you do it too!

Very often we present theories in our classrooms and claim they are supported by the research in the field. Students are sometimes skeptical. Using a series of quick survey questions at the start of each term, I have my students demonstrate a number of theories through their collective responses. When the theories are discussed later in the term, I am able to present their own responses as data in support of them. I will demonstrate how this is done with several Marketing theories in Consumer Behavior and address how this is handled when the results don't always meet expectations.

John Hildebrand, Department of Marketing

Enhancing Teaching and Learning through Conference Grading

Educators would likely all agree that increased contact time is a path to greater learning for a student. A conference grading session (usually 30 minutes) is a collaborative process, where the teacher and student work through a written assignment together, asking questions, making discoveries, and deepening the learning that takes place in class. Teachers who incorporate the one-on-one conference to grade and review assignments found significant improvement in student work, both in the level of the work submitted, knowing it will be reviewed with the faculty and student present, but also that students gained a deeper understanding of material during class. Giving feedback to students in a way that it can be heard, and thinking about the psychology of the approval process, navigating the punishment vs. reward system

commonly associated with letter grades can result in tremendous growth and progress. The conference grading process puts a higher value on reviewing the work and assessing the learning that has (or hasn't) taken place -- as evidenced in the students work and during the ensuing conversation as it is graded.

Catherine Weidner, *The Theatre School*

Transitioning to a Student-Centered Learning Environment

Many students seem to believe that the onus of their education lies strictly within their professors. Participants in this presentation will assess who takes responsibility for student learning in their classrooms and share teaching strategies to help instructors shift the responsibility for learning from the instructor to the students.

Michelle Cue, *College of Law*

Session: Online & On-demand

DePaul Center 8010

Moderator: Rick Salisbury

Using Wimba Effectively in Online Learning

This presentation will review the effective use of Wimba in an online MBA course. The course incorporated a lecture series which included three different speakers located in three different time zones.

Approximately 38 students attended. Student testimonials will also be discussed regarding this experience as well as viewing the online presentation given by the white collar crime panel. The panel included Neil Weinberg, Senior Editor of Forbes magazine, Justin Paperny (convicted white collar crime offender) and Walter Pavlo (convicted white collar crime offender).

Kelly Pope, *School Accountancy and Management Information Systems*

Effective ways to use Wimba

Wimba is a collaborative tool which allows live" web-based meetings which can also be archived. It supports chat, voice, video, white-boarding, and can allow participants to view desktop. At DePaul it is now integrated with Blackboard, but instructors and students have not yet discovered the best ways to use it. Instructors who teach on-campus do not use Wimba, while others teaching online have not yet fully understood which portion of the course should be taught using Blackboard and when can Wimba be used to increase collaboration.

In my presentation, I would like to share my experience as a Technology Specialist and an instructor (on-campus and online for SNL and SPS), and share the best ways to use Wimba.

Zoab Mirza, *School for New Learning and School of Public Service*

Guerilla Lecture Capture

In this lively presentation learn how you could use one of three affordable technologies to capture your live classes and then share the results as podcasts, vodcasts or pencasts.

The technology is lightweight and portable. You can use guerilla lecture capture to improve the way you teach and reduce the cognitive load on your students.

James Moore, *College of Commerce*

Session: Crossing Classroom Boundaries

DePaul Center 8014

Moderator: Mark Laboe

Co Creating Community and Comprehensive Peace: Negotiating the Teaching Being(s) Challenge

"Teach what you live; live what you teach."

In some co(n)texts, St. Anthony's advice might seem too personal; too preachy. But given our Vincentian-tradition, and within this, the intended-outcomes of an applied-ethics classroom, simultaneous modes of teaching and being are pedagogically sound and strong. Why? And how to orchestrate "pedagogical-being" in classes stuffed with some 40 students differing in age, ability, interest, background, preparation and nationality? How to "bridge" diversity-via one person? The key is not "bridging" but being(s). Not one person, but many. Not spanning chasms, but joining peoples and perspectives-tracing routes of connections between them. But how to join diversity such that sameness is touched and differences seen and understood? And are there "differences" "too different" to see or to grasp? No. Intelligibility is stipulated. Interlocutor- incommensurability breeds intolerance, indifference and/or absolute-relativism. But how to begin with intelligibility? How to meet this challenge?

Begin modeling/ teaching: Self-awareness. Respect. Consideration. Compassion. These modes of being collate into micro-and-macro communities of comprehensive-peace that is, into clearly differentiated, understood, and collated, collaborations of peoples, traditions and life-affirming values. How to arrive here? Via education as authentic modes of mutual encounter, inquiry and exploration mediated by being(s) in community/ies

Pia Altieri, *Department of Religious Studies*

Integration of student research projects with faculty's research projects

My fifteen-year experience in leading faculty-student research teams in Cuba, Mexico, and the United States corroborates the mutual benefit that faculty and students derive from this joint scientific and pedagogic undertaking. On one hand faculty's research possibilities are enhanced. Students can help him/her in selecting, organizing and analyzing data, so faculty can work simultaneously in more than one research project. Faculty increases his/her possibilities of introducing real life examples in the classroom. Students get a deeper understanding of theoretical principles if they are exemplified with concrete examples. So, faculty enhances his research and pedagogical skills. On the other hand, the students get a first-hand experience in conceiving a research project, in learning principles for selecting data in function of the objectives of the research, in acquiring ways to prove or disprove hypotheses, and in using scientific tools on concrete research projects. The paper will contain concrete examples developed in the Cuban sugar agric-industrial sector, in the Mexican agricultural and agric-industrial production, and in the international political economy research projects carried out at the International Studies Program of DePaul University.

Antonio E Morales-Pita, *International Studies Program*

Learning alongside students in performance workshop

What happens when you suggest a class project could actually be presented outside of the classroom? Can students see their work translating into something meaningful in the real world? See what happens when an instructor suggests proposing a finished class project to the National Endowment of the Arts chairman. Think you know the outcome? You will be surprised.

Carolynn Hoerdemann, The Theatre School

Panel: Engaging International Students: Strategies and Resources

DePaul Center 8002

Moderator: Daniel Stanford

Panelists: *Kathy Larson, English Language Academy*
Rosanne Roraback, Office for International Students and Scholars

This panel will address the cultural, linguistic and social challenges for the 1,000+ international students from nearly 100 countries at DePaul, and provide strategies and resources to support their success. International students bring unique and valuable perspectives to our classrooms, but there may be barriers that prevent their contributions from being fully appreciated. What assumptions do we make about international students and what they know about academic culture in the U.S.? What assumptions and expectations do international students come to class with? What challenges do they face in and out of the classroom? What are some common barriers to class participation? How can teachers engage all students effectively? What resources and support are available for international students at DePaul? Hear directly from international students about their experiences and learn about strategies teachers can use to maximize the participation and success of international students in class. The panel includes current international students and representatives of the Office for International Students and Scholars and the English Language Academy.

Session: Lessons Learned from Course Transformation

DePaul Center 8011

Moderator: Jim Janossy

Redesigning Developmental Mathematics and Precalculus Courses with Web-based Software

For the last few years, members of the Mathematics Department have been actively engaged in redesigning our developmental and precalculus courses. Our goal is to increase the percentage of students who are prepared to succeed at the next level of mathematics, whether it be quantitative reasoning or calculus. An essential part of the redesign of our courses has been the integration of the web-based software MyMathLab into these courses. On a 24/7 basis, MyMathLab provides students with tutoring as well as immediate feedback on their work.

Having spent approximately three years learning how to better deliver courses with MyMathLab, we are now redesigning the curriculum. A key piece has been the piloting of the new course, Math 100 Introduction to Quantitative Reasoning. This new course allows our department to better prepare both quantitative reasoning bound students and calculus bound students. Another advantage of using MyMathLab is that its tutoring and assessment capabilities will also allow us to eliminate much of the overlap between some precalculus courses, thereby giving students more time to work and master new concepts.

Jeffrey Bergen, Mathematical Sciences Department

Redesigning the General Chemistry Sequence

General Chemistry is one of the primary gateway sequences of courses for all of the natural sciences. The majority of students served by this sequence are Biology and Chemistry majors, but there is also a healthy mixture of other students, particularly those with an interest in the health professions. Over the past several years, General Chemistry has experienced an increasing DFW rate which causes students to retake components of the sequence two or more times before passing. The Department of Chemistry introduced a number of changes in the way it delivers General Chemistry, including the addition of a web-based learning system. This presentation will report on the results of these changes to date.

Rick Niedziela, *Chemistry Department*

Challenging Genre in Teaching Composition

The First Year Writing Program at DePaul prepares students to write in a variety of genres and rhetorical situations, but we often neglect to consider critically the place of genre itself in the Program. I have successfully implemented a unit on genre theory in my WRD 103 classes. Not only have we worked with writing in different genres, but as a class my students and I have questioned why the course is taught this way. We have challenged the categories that our textbook assigned to texts and explored genre not only as a category but as a way of seeing, a horizon of expectations against which a text is read, and a series of conventions in which a student can participate to various degrees. This challenges both the instructor of a genre-based writing course to consider carefully the terms she might otherwise take for granted, as well as students to question the writing situations and modes in which they find themselves, rather than simply fitting their thinking to a model of writing. The philosophy of this discourse turns out to be relevant to any class that depends on a system of organization, hierarchy, and systematizing.

Monica Westin, *Department of Writing, Rhetoric, and Discourse*

12:00 P.M. – 1:30 P.M.

COLT Teaching Excellence Luncheon and Panel

DePaul Center 8005

Welcome and Introductions—Ginger Malin, Chair of COLT

Panelists: **Joshua Jones**, College of Computing and Digital Media
Mindy Kalchman, School of Education
Zaya Khananu, School for New Learning
Michaela Winchatz, College of Communication

Moderator: Mark Laboe

Using Job Incumbent Ratings of Key Knowledge and Skill Areas to Help Set Learning Goals

Many of our students want to know how their class material will help them in their future careers. A way to help them is to use the U.S. Department of Labor Occupational Information Network database (O*NET, 2009). It contains career-related data for 965 occupations. The data are collected from thousands of job incumbents in a representative sample of the U.S. labor force. These data can be used to help set course learning goals.

We will use the O*NET database to show the knowledge and skills needed for various jobs. For example, depending on who attends the session, we could address jobs such as Human Resource Manager, Environmental Science Technician, Advertising Sales Agents, Biomedical Technicians, or Political Scientist.

Dan Koys, Department of Management

Ken Thompson, Department of Management

Probing for Depth in a Survey Course: Lessons from a Brisk Jog through Financial Regulation

This presentation will seek to define a method for striking a balance between depth and breadth in the face of a steady flow of relevant information. It will draw lessons from a Winter 2010 law course on financial regulation taught at DePaul. The class presented two challenges: 1) students generally had no prior background in the complex and multifaceted material; 2) early 2010 was a period of intense political activity that was rapidly changing the regulatory landscape. The main purpose of the class was to equip students with the tools necessary to understand and make informed decisions about the merits of many of these changes. The course also sought to explain the historical context necessary to understand new developments. All this had to take place quickly, in twice-weekly lectures that I, a novice teacher, offered.

Three lessons arise out of this experience. First, one cannot stay ahead of the wave forever - failing to confront current events will make the material instantly obsolete. Second, to surf, one has to swim - an instructor has to teach building blocks before commentary. Third, surfing is fun even if you can't mount a 10' swell - students must have the opportunity to debate topics of varying difficulty.

This presentation will seek to define a method for striking a balance between depth and breadth in the face of a steady flow of relevant information. It will draw lessons from a Winter 2010 law course on financial regulation taught at DePaul. The class presented two challenges: 1) students generally had no prior background in the complex and multifaceted material; 2) early 2010 was a period of intense political activity that was rapidly changing the regulatory landscape. The main purpose of the class was to equip students with the tools necessary to understand and make informed decisions about the merits of many of these changes. The course also sought to explain the historical context necessary to understand new developments. All this had to take place quickly, in twice-weekly lectures that I, a novice teacher, offered.

Ilya Podolyako, College of Law

Bringing Ethical Dimensions of Business into the Classroom with Current Events

Too often, when ethics are discussed within the curriculum, the discussion devolves into legal declarations and interpretations. Ethical decisions however require tradeoffs between conflicting philosophical paradigms. In this discussion, we will be exploring methods of holding more critical discussions regarding the ethics of business. Examples will be given which derive from the Wall Street Journal, a source that can

be used for both raising ethical discussions and connecting the curriculum to events the student perceive as real life. At the core of the ethical questions will be an exploration of what is meant by doing good and who should decide what is good. The role of free choice is contrasted with the role of societal norms.

Tim Smith, *Department of Management*

Session: New Media and New Ideas I

DePaul Center 8010

Moderator: Jeanne Kim

Interdisciplinary ePortfolios: Assessing Academic and Professional Progress

Students have developed their own digital personal profiles in various social networking sites in an effort to identify their place in society and network with friends and strangers with similar interests, experiences, or backgrounds. Similarly, we might consider the e-Portfolio as a space for students to develop their academic profile, later integrating it with their professional profile, to make the same connections. In the *International Journal of Emerging Technologies in Learning*, Bisovsky and Schaffert (2009) claim that "Besides the acquired and learned elements, e-portfolios document the learning process and therefore the developing process of competencies" (p. 13). The e-Portfolio is a tool for students to critically reflect on their education and its connection to their current or future professional lives; it can also serve as an academic assessment tool not only for the instructor, but for the university. Students have built separate portfolios for art courses, education courses, business courses, and composition courses; why not create an inter-disciplinary, university-wide space for students to develop their academic/professional profile with the e-Portfolio?

Kathryn Wozniak, *School for New Learning*

Twitter to create community in and beyond class

Twitter is a useful tool for involving students in and beyond the classroom. As "DepaulLaserJock" for the past year I have tried to give students insight into the life of an experimental physicist. In return, I have gained a much better understanding of who my students are and how to communicate with them. In addition to describing the technology and some of the different ways I have used it, I will share some of my favorite "tweets".

Eric Landahl, *Physics Department*

Generation Facebook: Knowledge in MySpace

In the era of MySpace and Facebook, students have ways of knowing not readily accessible or even comprehensible to their professors. Stemming from clinical classroom experience, I seek to offer an approach to teaching and learning that seeks to adapt traditional ways of knowledge to the rapid pace of technological advancement in the classroom and cyberspace.

Khalil Marrar, *Political Science Department*

Panel: Effect of Learning Management Systems on Student and Faculty Outcomes

DePaul Center 8005

Moderator: Jim Janossy

Panelists: **Beth Rubin**, *School for New Learning*
Ron Fernandes, *School of Public Service*
Maria Avgerinou, *School of Education*
James Moore, *College of Commerce*

This presentation shares the initial results of a study examining the effects of interactive and learning structures enabled by different Learning Management Systems (LMSs) on satisfaction and learner engagement in online courses. An LMS can support or hinder active engagement, meaningful connections between segments of the course, easy communication, and formative feedback by making it easier or more difficult for faculty to communicate course requirements, provide open-ended feedback, remind students of upcoming events, and place course elements that are used together contiguous to one another. This study compares sections of the same courses, offered by the same instructors using the same course materials in two different LMSs: Blackboard and Desire2Learn. It examines whether the LMS in which the course is taught affects faculty and student communication behaviors, satisfaction, and social presence, teaching presence and cognitive presence as measured by the Community of Inquiry (COI) survey (Swan, Richardson, Ice, Garrison, Cleveland-Innes & Arbaugh, 2008). Approximately twelve fully online courses taught in five different schools at DePaul University (SNL, SOE, SPS, Commerce and CDM) at both the graduate and undergraduate levels will be studied in total; this presentation will share the preliminary results.

Panel: Promoting Academic Integrity: Finding the Teachable Moment

DePaul Center 8002

Moderator: Jean Bryan

Panelists: *Eileen Seifert, Department of Writing, Rhetoric, and Discourse*
Lucy Rinehart, Associate Dean of LAS and Academic Integrity Faculty Consultant
Terry Taylor, Associate Director for Research and Information Services

This panel will discuss different strategies faculty members can use educate students about the importance and value of academic honesty. These proactive strategies will help prevent instances of cheating and plagiarism from occurring in the first place. Additionally, the panel/round table will discuss addressing academic dishonesty when it occurs— from the initial interaction with the student through the Academic Integrity process.

Session: Consultation on Creative Teaching with Punya Mishra

DePaul Center 8011

Punya Mishra will consult with participants of the pre-conference workshop on one-on-one or small group-basis on creative teaching. Using cases brought in by the participants, he will work with faculty to explore the meaning of creativity and to brainstorm on ideas, tools, and technologies that can be utilized in specific teaching and learning situations.

2:50 P.M. – 3:05 P.M.

Coffee Break

A Framework for Computational Thinking across the Curriculum

In order to make an effective use of computer applications and techniques in his/her field, a person needs to have certain skills. While computer literacy and fluency are certainly necessary, neither is sufficient for fully realizing the potential that computing can have in augmenting a person's productivity. More crucial is computational thinking, which are the intellectual and reasoning skills needed to apply computational techniques or computer applications in their field. We describe a framework for implementing computational thinking in a broad variety of general education courses. The framework is designed to be used by faculty without formal training in information technology in order to understand and integrate computational thinking into their own general education courses. The framework includes examples of computational thinking in a variety of general education courses, as well as sample in-class activities, assignments, and other assessments for the courses. The examples in the different courses are related and differentiated using categories taken from Denning Great Principles of Computing, so that similar types of computational thinking appearing in different contexts are brought together. Specific examples of computational thinking in the design category are provided in the context of several distinct courses.

Amber Settle, School of Computing

Ljubomir Perkovic, School of Computing

Filling the Hunger for Learning: Communing and Breaking Bread Electronically

The primary purpose of this study is to present how graphic enhancements, navigation, narratives, and cultural inclusion enhance learning, reduce cognitive load, and help at-risk, lower socio-economic, and ethnic self-identity groups of students to have a positive experience in online courses. Establishing links to prior learning breaks the current silo-type of delivery of current online courses and increases the likelihood students will succeed in online degree programs. Using metaphors, signage and narratives to provide congruency in the design and delivery of these programs could help students break down inhibitions and mediate new content and technology experiences with their existing knowledge. This study uses appreciative inquiry and development design methodologies to examine how embedded semiotics and carefully designed metaphors can help students in the online courses feel more comfortable and increase the likelihood of their course completion.

A number of courses polled in the study actually contained few graphics or media-enhancements which was an important finding because the researcher did not realize how different the online courses were designed within the one college studies. This helped forge a recommendation that had been urged by the students, that design elements, such as graphic and narratives, be applied to all online courses being offered by the college and this could be done without sacrificing individual designer/instructor creativity.

Ruth Gannon Cook, School for New Learning

Building Real-life connection and engagement: Video Role-Play for Foreign Language Learning

As video-making and -editing technologies are becoming increasingly accessible and user-friendly to untrained users, incorporating video projects in teaching and learning has stimulated great interest among

educators, particularly foreign language educators. The presenter will discuss how a video role-play project is conducted in an intermediate-level Chinese a foreign language class to build connection between the learning materials and students real lives and engage students in authentic language learning. The task objectives, task design, task evaluation rubrics, and benefits and caveats in terms of language learning from an educator's perspective will be shared. Students' projects and reflections on their learning experience through this project will be demonstrated. The audience will be encouraged to discuss how to adapt this learning task to teach other subjects, particularly in service-based learning.

Li Jin, *Modern Languages Department*

From Listening to Chatting

In this fast changing digital world, technologies and tools can be leveraged to help teachers enhance class materials, create collaborative learning environments, and motivate students' learning desire. This presentation will address the audio tools including Audacity, Vocaroo, and VoiceThread. Audacity is a 1.0 tool with limited interactive function. VoiceThread is an amazing interactive web based tool bringing students and teachers together and learn collaboratively. VoiceThread can use different types of media (images, documents, and videos) to allow people to create, share, and comment via text, voice, or video.

Marco Chou, *College of Computing and Digital Media*

Panel: Reading Strategies: Helping Students Read Effectively

DePaul Center 8002

Moderator: Matthew Pearson

Presenter: **Darsie Bowden**, *Department of Writing, Rhetoric, and Discourse*

Speaker will identify the differences between a good reader and a poor reader, and present tips and strategies for helping students get the most out of class reading assignments.

Panel: Service Learning: Why Bother?

DePaul Center 8011

Moderator: Jeanne Kim

Panelists: **Jeffrey Howard**, *Steans Center for Community-based Service Learning*
Marisol Morales, *Steans Center for Community-based Service Learning*

It is well documented that involving students in the community as part of a service-learning course advances students' academic and civic learning and benefits communities. It is also well documented that such "service-learning" courses are labor intensive. So why bother?

In this workshop we will discuss the challenges and benefits of service-learning for instructors and students.

We will also discuss the "impediment reduction strategies" used by the Steans Center to minimize the challenges for faculty and maximize benefits for students and community partners.

Wine and Cheese Reception

Please take a moment to drop off your evaluation form at the registration desk.

PROGRAM COMMITTEE

Katherine Cermak
Interim Director, Office for Teaching, Learning & Assessment

Sharon Guan
Director, Instructional Design and Development

Ginger Malin
Chair, Committee on Learning & Teaching

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