

2011 SCHEDULE AT A GLANCE

TEACHING AS AN ACT OF BODY AND BRAIN

16TH ANNUAL DEPAUL FACULTY TEACHING & LEARNING CONFERENCE

FRIDAY, MAY 6, 2011

- 8:30 a.m. – 3:30 p.m. Conference Registration and Coffee
- 8:30 a.m. – 10:30 a.m. Buffet Breakfast
- 9:00 a.m. – 10:30 a.m. Welcoming Remarks—Provost Helmut Epp
Keynote Speaker—Nancy Houfek, Harvard University
The Act of Teaching
- 10:40 a.m. – 11:50 a.m. Concurrent Morning Sessions
- 12:00 p.m. – 1:00 p.m. COLT Teaching Excellence Lunch Panel
Welcome and Introductions—Kelly Kessler, College of Communication
Panelists: Euan Hague, Geography, LA&S
Horace Hall, School of Education
Dorothy Kozlowski, Biological Sciences, LA&S
Eric Schwabe, College of Computing and Digital Media
- 12:30 p.m. – 2:30 p.m. e-Portfolio Showcase
- 1:10 p.m. – 3:40 p.m. Concurrent Afternoon Sessions
- 3:50 p.m. – 5:00 p.m. Workshop—Natalie Turner-Jones, Theatre School
“Engaging Presence in the Classroom”
- 5:00 p.m. – 6:00 p.m. Wine and Cheese Reception

PROGRAM OF EVENTS

9:00 A.M. – 10:30 A.M.

Welcoming Remarks

Dr. Helmut Epp, Provost

DePaul Center, 8005

Keynote Address

The Act of Teaching

As teachers, we often focus solely on the content of our subject matter and leave the quality of our presentations to chance. After a class we may wonder, “Did they get it? Am I doing everything I can to get this point across?” Nancy Houfek's keynote presentation, *The Act of Teaching*, will give you some specific skills used in the theatre to become more effective, whether in a large lecture hall or a small seminar. Our students will receive us better if we consider gesture, body language and vocal use as important and often neglected aspects of communication, skills that actors are trained in. We will examine how a playwright might approach creating a lecture. We will learn how to use our lecture notes in the way an actor uses a script. We will explore physical metaphors as a way to illuminate complex and important concepts as a director might stage a text. If the various learning modes of our students can be opened to our passion for our material when we bring a variety of theatre techniques to classrooms, ultimately our students will learn better.

Nancy Houfek, Harvard University

10:40 A.M. – 11:50 A.M.

Session: Digital Pedagogy: Online and Plugged-In Teaching

DePaul Center 8009

Facilitator: Ashanti Morgan

Embracing the iPod

In the classroom, iPods and smartphones are often considered nuisances and distractions. However, these mobile devices can actually be used as teaching tools. Incorporating mobile devices into the curriculum is becoming more and more common. It is a way to engage students in learning and promotes learning anywhere and anytime. This presentation will highlight the use of iPods in several Environmental Science classrooms. Two ways in which iPods were incorporated into the courses will be discussed: podcasting lectures and creating digital flashcards. Information will be given on how you can incorporate these methods into your classroom. The benefits and challenges of using iPods in the classroom will also be presented and discussed.

Presenter:

Margaret Workman, Environmental Sciences, LA&S

“Coloring within the Lines” of Learning Management Systems and Constructing Meaning in Online Teaching

Adult learners look to the option of online learning to save time on commutes and to take the opportunity to pursue a degree when they may otherwise be unable to do so. However, when students begin taking online courses, and sometimes even after taking a number of online courses, there is a period of

adjustment. They may feel bombarded with information about the content in the courses, the learning management system (LMS), the textbooks and assignments, or the need to network with other students in their online courses. So, how can learners better navigate online courses so as to complete them successfully? The research findings indicate that students need to be able to process information when not confronted with too much information at once, so when they are presented information in a familiar or comfortable format they can build on what they already know. How can this be done to maximize learning, especially when students must learn content in a short amount of time, usually 10-11 weeks? One key answer is to minimize cognitive load. Cognitive overload occurs because of a student's inability to process information when confronted with too much information at once. Studies have found that people learn more effectively when they can scaffold new knowledge on what they already know (Sweller, 1994). This presentation addresses how to help students learn virtually while keeping them "coloring within the lines" using techniques that help them navigate the LMS, the online course, and construct knowledge.

Presenter:

Ruth Gannon Cook, *School for New Learning*

Panel: Student Reading Habits

DePaul Center 8010

Facilitator: Donald Opitz

Student Reading Habits: What They Say, What They Do . . . and What Faculty Can Do

Many faculty assign readings to prepare students to engage in a thoughtful classroom discussion about a topic, only to be frustrated with the resulting conversation. What is causing this disconnect between faculty expectation and student preparation? Are students reading the assigned materials? And, if so, are they reading well? What are their reading habits? How are these habits affected by the rapidly changing forms of reading material? Are students confident of their reading comprehension (and surprised by their instructors' despairing response)? Or not? And what might faculty do to better prepare students to "do the reading"? How might faculty instruct their students in the (often discipline-specific) protocols of reading? In an effort to answer these questions, the LA&S Reading Task Force conducted a student survey focused on reading habits and practices (attached to the June 2010 DePaul Graduating Student Survey) and ran a series of focus groups on reading with students enrolled in senior capstones. In this session, members of the Reading Task Force will present the survey and focus-group findings. Then, drawing both on students' own accounts of what and how they read for class and on the larger literature on reading, the presenters will lead session participants in a discussion about how to develop and sustain effective reading practices in their courses.

Presenters:

Neil Vincent, Social Work, LA&S

Molly Andolina, Political Science, LA&S

Lucy Rinehart, English/Office of the Dean, LA&S

Matthew Pearson, University Center for Writing-based Learning

Session: Beyond the Disciplines: Teaching and Contemplating the Self

DePaul Center 8011

Facilitator: Josh Lund

Communicating (Un)fairness in the Classroom: Research Examples and Recommendations

The purpose of this presentation is twofold: first, to provide a research-based overview of the importance of fairness in the classroom and, second, to provide recommendations for how college teachers can promote perceptions of fairness. Fairness in the classroom is an important concern for both students and college teachers (Horan & Myers, 2009). Termed classroom justice, these fairness concerns manifest

themselves via concerns pertaining to distributive (allotment of outcomes), procedural (procedure used to assign outcomes), and interactional justice (fair treatment; Chory-Asad, 2002). Recent published studies demonstrate that college teachers are concerned about fairness (Horan & Myers) and, despite that, college students can readily describe instances in which professors have communicated in an unfair manner (Horan, Chory, & Goodboy, 2010). Making this more problematic, research indicates that when students perceive their teachers are not concerned with fairness, students are more likely to deceive them, resist, enact revenge, and act in an aggressive manner (Chory-Assad). Conversely, when students perceive instructors are fair, they report being more motivated and perceive their instructors as more credible. Thus, this presentation will speak to the importance of fairness in the classroom and discuss ways in which professors can promote fairness and, ideally, improve classroom communication.

Presenter:

Sean Horan, College of Communication

Pulling Back the Curtain: Finding Value in the Mistakes We Make as Teachers

Mistakes are necessary for the learning process to occur. Professors routinely address student mistakes in class discussions and grading, yet rarely do they share their own mistakes with students. Instead, professors often appear as the “sage on the stage” with perfect knowledge of the subject material. This workshop pulls back the curtain to explore the pedagogical value of sharing an instructor’s mistakes from their professional work in the field. Indeed, when professors share the mistakes they have made during their careers, students gain a valuable model for how to deal with a difficult situation (i.e., being wrong), how to recognize the mistake, how to learn from that error, and how to recover gracefully. This workshop will utilize several approaches to demonstrate the ways in which instructor mistakes can be incorporated into the learning environment.

Presenter:

Noam Ostrander, Social Work, LA&S

The Mechanics of Team Teaching: Doing What We Do with Two Bodies and Two Brains

This winter quarter, Steffanie Triller, full-time writing faculty at the School for New Learning, and Janise Hurtig, Director of the Community Writing and Research Project at UIC, co-taught the “Writing Together - Writing Well: Community Approaches to Academic Writing and Personal Narrative” course for SNL. In reflecting on co-teaching, Steffanie observed that when working with another teacher, she becomes much more aware of her body and the space it takes up in the classroom. She constantly revises her teaching methods in the moment to echo and reinforce the pedagogy of her co-instructor. Janise noted that the juxtaposition of the two pedagogies has led her to rethink her role as a popular educator. Our fifteen-minute presentation will address how co-teaching increases our awareness of self in the classroom, how we have revised our teaching methods based on this experience, and how we engage our students in the classroom differently. Because we come from different disciplines (Triller: literature/rhetoric and composition; Hurtig: anthropology/popular education), our story also serves as an example of a cross-disciplinary co-teaching experience that made each of us re-consider how we present and view our subject area.

Presenters:

Steffanie Triller, School for New Learning

Janise Hurtig, School for New Learning

Facilitator: Ellen Meents-Decaigny

Embodying Abstraction

As a professor of Art History, I am always searching for new ways to break out of the traditional lecture format and engage all learning styles. I apply my background in dance to the classroom as a way of counter-acting the stultifying effects of the traditional lecture format. Lately, I have been pondering ways to get the students, and not just myself, involved in a more performative process of learning. I primarily teach avant-garde art, which is dominated by abstraction. In my experience, non-representational art is probably the most difficult style for students to appreciate and understand. I am attempting an experiment this quarter with my "Art from 1900-1945" class, which I would like to share at this conference: embodying abstraction. I plan to divide students into small groups and will assign a particular work of art to each group, chosen from the variety of movements in abstraction they will have been exposed to over the course of the quarter. Each group will be asked to act out or otherwise create with their bodies that particular work of art, trying to be as true as possible to the intentions of the artist.

Presenter:

Analisa Leppanen-Guerra, History of Art and Architecture, LA&S

Neuroscience Perspective Regarding Teaching, Learning and Patterns of Thinking

Recent advances in neuroscience have provided us with a better understanding of different forms of human behavior activities. Neuro-imaging techniques looked directly into the brain and identified specific changes in the brain associated with specific human activities. This gave us an insight into many aspects of human behavior. This presentation demonstrates how critical findings in neuroscience have revolutionized basic terms we use in social sciences, such as awareness, consciousness, mindfulness, self, thinking, and teaching processes. Some management and cross-cultural communication models are dependent on these terms. As a result, they are rendered obsolete. They suffer from Paradigm Fatigue, which requires conceptual reassessment.

Presenter:

Owais Succari, Management, COM

Mind AND Body: Yoga and Meditation in the Classroom

This paper discusses the benefits of bringing simple yoga and meditation techniques into the classroom. My interest in this idea began as a way to make my classes on Hinduism and Buddhism more experiential, and dovetailed with my ongoing teacher development training in active learning. What I noticed from the material on active learning is a general avoidance of a discussion about the students' physical bodies. The body, senses and mind are the primary tools with which we interact with the world, and yet few are writing about the effect the body has on how the student learns and what their response is to the classroom setting. Simple yoga and meditation techniques in my classrooms allow the students to become more aware of their own mind-body continuum and how to regulate it. These body lessons can be used to calm stress and focus the student, but they can also be used for an analytical reflection on the course content. Yoga and meditation are key ingredients in the traditions I teach, and they help the students develop an awareness of self and their lived experience.

Presenter:

Yarina Liston, Religious Studies, LA&S

Panel: Understanding Our Students: Student Learning Differences

DePaul Center 8014

Facilitator: Elizabeth Rossman

Learning Differences: What's It All About?

With the increasing number of students with learning differences entering DePaul, faculty and staff are challenged with responding to new kinds of student situations, both academic and behavioral. Although the majority of these students are diagnosed with Learning Disabilities, the landscape has changed in the last several years to increased numbers of students with associated and/or newly identified disabilities. During this panel discussion, PLS staff will introduce participants to the range of learning differences they now see in their students (e.g., Learning Disabilities, AD/HD, Asperger Syndrome, Bipolarism, Obsessive Compulsive Disorders and others) and the implications for learning as well as discuss effective strategies faculty and staff can use in working with these challenged students. Concluding the session will be an interactive discussion enabling faculty and staff to ask specific questions about situations.

Presenters:

Judith Kolar, Productive Learning Strategies

Lavonne Kopca, Productive Learning Strategies

Elisabeth Sullivan, Productive Learning Strategies

12:00 P.M. – 1:00 P.M

COLT Teaching Excellence Lunch Panel

DePaul Center 8005

Welcome and Introductions— Kelly Kessler, College of Communication

*Panelists: Euan Hague, Geography, LA&S
Horace Hall, School of Education
Dorothy Kozlowski, Biological Sciences, LA&S
Eric Schwabe, College of Computing and Digital Media*

12:30 P.M. – 2:30 P.M

e-Portfolio Showcase

DePaul Center 8002

The e-Portfolio Student Showcase is an interactive session that is designed to introduce DePaul faculty to the university's e-Portfolio pilot platform, Digication. Students from programs where Digication has been piloted this year will share their e-Portfolios in order to provide a range of examples of how the technology can be used to enhance student learning in and across a diverse range of courses. All conference attendees are encouraged to tour the showcase and to consider how they might incorporate Digication into their future courses. Information for how to get started with e-Portfolios will be available, along with ongoing support from IS, Faculty Instructional Technology Services (FITS), and the DePaul Teaching Commons.

Student Presenters From:

First-Year Writing Program

School of Education

School for New Learning

University Center for Writing-based Learning

Facilitator: Matthew Pearson

Touchy Subjects: Teaching Strategies for Individual and Social Transformation

Instructional methods commonly address service learning, learning about differences, and to a lesser extent challenging the status quo where it discriminates against particular groups and maintains systems of oppression. The focus of this presentation is on how we can better engage students in real world activism, provide a secure environment where students can take risks and challenge their assumptions, and implement anti-oppressive pedagogies, even given the limits of classroom learning (e.g., time, location, etc.). Teacher and student identities, moral and ethical assumptions, and content accuracy and adequacy are several of the components included in building instructional strategies for individual and social change. We can carefully examine how we conceptualize the other, address silences, engage students in dialogue, critique and develop official knowledge, and draw upon organizational and community cultures, to reorient our educational purposes and provide opportunities for transformation.

Presenter:

Gloria Alter, School of Education

Awareness: A Way to Freedom and Wisdom

In this presentation I will explore the way of personal and social awareness in the classroom to fulfill the pedagogical demands of human life. If the classroom is not a place for students to find themselves and the connections between the course content and their real lives, we will only continue implementing a pedagogy that will not prepare this new generation to help us humanize our inhuman humanity.

Presenter:

Guillermo Campuzano, C.M., University Ministry/Religious Studies, LA&S

Critical Inquiry into Self, Knowledge and Community

This session highlights how we have structured learning experiences to lead students to inquire about self, knowledge, community, and the connection among these. Our approaches involve students in designing inquiry projects that meet discipline and competence standards, engage their passions, and offer service to the community. As exemplars, we will use two courses, School as Community and Promoting Healthy Communities, to describe how students engage in critical inquiry and focused reflection into the knowledge base, community action, and their own self-discovery. We will address the implications for classroom norms, the messiness that sometimes ensues, and strategies for managing it so that, rather than derailing the process, students assume responsibility for their learning. The experience of the presenters includes traditional-age and adult student populations and mixed classes. Participants will be invited to share their experiences.

Presenters:

Gretchen Wilbur, School for New Learning

Susan Reed, School for New Learning

Facilitator: Megan Stemm-Wade

The Impact of Health and Wellness on the Classroom: Presenting Data from the National College Health Assessment

Perhaps due to recent reports of campus violence, there has been increased interest in student health and wellness issues. Since teaching and learning is a highly relational process at a Vincentian institution, having information on student trends—both national and DePaul specific—will equip faculty with important knowledge to maximize learning outcomes and student success. For the first time, DePaul participated in the 2010 National College Health Assessment (NCHA) of the American College Health Association. As such, we now have data that compare DePaul students to national norms in several key areas, including: alcohol, tobacco, and other drug use; mental health; sexual health; weight, nutrition, and exercise; and personal safety and violence. This workshop will summarize both national and local data from the NCHA will special attention to how these issues impact the classroom experience at DePaul. The presenters will also facilitate a discussion of the challenges and barriers to learning that confront faculty in their classrooms, including what university processes and resources are available to assist students and faculty.

Presenters:

Jeffrey Lanfear, University Counseling Services

Art Munin, Dean of Students Office

Participatory Learning and Teaching for Special Needs Adults: Succeeding through Collaboration

This interactive session focuses on good practices of incorporating collaborative strategies for teaching students with Chronic Illness, special needs, and diverse learning preferences. It starts with identification of constraints and barriers that are built into traditional systems and structures in educational institutions. The activities and presentations then provide universal principles and specific methods of overcoming such barriers in the areas that are under the control of the student and the teacher, such as: instructional delivery strategies and methods; assistive and accessible technologies; and authentic assessment techniques.

Presenter:

Kenneth Elazier, School for New Learning

Facilitator: Donald Opitz

Embodying the Research Assignment: Student Expectations of the Librarians and Faculty

Students working on research projects must translate professors' instructions into a set of physical practices to identify, retrieve, interpret, and incorporate findings into new knowledge. Librarians respond to students' requests for assistance without complete access to faculty expectations for the assignment. This session will report on a 2-year grant-funded effort to apply anthropological techniques to understand the full range of faculty and student attitudes and strategies for completing research projects. Presenters will share the findings of interviews, observations, and cognitive mapping to unpack what students expect from faculty and from librarians in the research process. Participants will engage in small-group discussions to reflect on how they convey their research expectations to students and to provide feedback to librarians about best practices for clarifying assignments.

Presenters:

Paula Dempsey, University Libraries

Elisa Addlesperger, University Libraries

Facilitator: Erica Neidlinger**Using the Science of Learning (Neuroplasticity) to Inform Our Teaching**

Neuroplasticity is the ability of the brain to adapt to a changing environment and is thought to be the scientific basis of learning. Understanding the scientific principles behind neuroplasticity has helped our panelists enhance their teaching in Biology, Writing, Theater, and Psychology. Our panel will begin by giving an overview of the science of neuroplasticity and how understanding the way in which nerve cells speak to each other to create a memory can enhance the presentation of class material. We will then discuss “mirror neurons,” newly discovered motor neuron cells that activate in our own bodies when observing another's actions. These cells physically mirror the “doer's” cells and predict intention. An understanding of this phenomenon can help to create a more dynamic and involved classroom. Next we'll discuss the importance of emotion in creating memories and how affect and persuasion are important in our teaching and writing. Lastly we'll discuss how we might be able to use cognitive neuroscience research to help us teach in the classroom or online. Collectively, the panelists will demonstrate how understanding the science behind learning can inform your teaching.

Presenters:*Dorothy Kozlowski, Biological Sciences, LA&S**Jane Brody, Theatre School**Christine Skolnik, Writing, Rhetoric and Discourse, LA&S**Sandra Virtue, Psychology, LA&S*

2:30 P.M. – 3:40 P.M.

Facilitator: Lisa Torrescano**Personal Branding**

We are individually defined by so much more than what we do at work or what we teach, yet when asked about ourselves most of us use our work or what we teach to define who we are. This narrow definition may limit the development of a meaningful relationship that is central to building trust and credibility, vital elements in our chosen responsibility of developing others. Knowing and presenting ourselves in a more meaningful way can greatly enhance our ability to build and grow knowledge. This starts with having a Personal Brand. We all know the power of good brands: They are easily recognizable, stand for something, represent desirable qualities, and stay true to their values over the years. People have brands too: personal brands, whether intentional or not, inform people around you about you. A Personal Brand should be authentic, and in order to develop a truly authentic brand it requires a level of self awareness few achieve—a holistic look at your goals, passions and values and how those figure into, and enhance, who you are and what you contribute to the world around you. This session will discuss the power of having a Personal Brand and how to examine and use one's self awareness in developing and promoting it.

Presenter:*Sheri Buergey, Marketing, COM/Continuing & Professional Education***Using a Reality-Based Merger and Acquisition (M&A) Exercise to Teach Group Strategic Analysis**

This exercise is a merger and acquisition (M&A) simulation group project based on a real transaction transpiring during the period of the class. The approach enables adult students to apply their already acquired business skills and experience to a challenging group project that combines group communication, executive decision making and consensus building. The exercise assumes that students

have practical experience in various business areas such as marketing or accounting before entering the classroom, which may make it less applicable to conventional age students.

Presenter:

Edward Paulson, School for New Learning

Panel: Digital Pedagogy: Virtual Learning Spaces

DePaul Center 8010

Facilitator: Matthew Dintzner

The Facebook Generation: Creating Virtual Spaces of Engagement, Critical Thinking, and Learning for DePaul Students

When discussing physical space in the classroom we must include virtual spaces as a point of engagement for DePaul students to learn and critically think about academics and personal development. Online tools, such as websites, Google, Facebook, Blackboard, video streaming, etc., are increasingly affecting how students gather information, learn, and engage with faculty and staff in a university setting. The Providing Access Through Holistic Support Program (P.A.T.H.S.) utilizes various online tools to expand learning both on campus and online to help low-income students, first-generation students, and students of color critically think about their career and graduate school choices before they graduate DePaul University. This presentation will 1) Provide an overview of the program and how it utilizes online tools to create student engagement and learning in virtual spaces to help students critically think about their professional career or graduate school development, 2) address how faculty and staff can use the P.A.T.H.S. Roadmap (a self-reflection tool) in classroom setting, and 3) showcase the Student Leadership Institute Office, one of the nine campus partners involved in the P.A.T.H.S. program, and how their SLI Certificate can help staff and faculty in their classrooms.

Presenters:

Richard Morales, Office of Multicultural Student Success

Kristen Reid Salomon, Student Leadership Institute

Panel: Understanding Our Students: Strategies for Engaging International Students

DePaul Center 8011

Facilitator: Zac Brenner

Understanding Our International Students

Successful engagement of international students is an integral part of DePaul's emphasis on internationalization, to educate all students for an increasingly globalized world and make an extraordinary education accessible to a diverse student population (VISION twenty12). This presentation/workshop 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 may encounter barriers that prevent their contributions from being fully appreciated. How can instructors design the classroom setting/environment, teaching strategies, and technology to most effectively promote engagement of all students? The presentation/workshop includes interactive discussion with a panel of current international students from various disciplines, who will share some of the challenges and successes they have had at DePaul.

Presenters:

Christina Gamino, English Language Academy

Kathy Larson, English Language Academy

Khalid Alsameti, Student

Liu Chi, Student

Tiffany Ma, Student

Tamaki Ohno, Student

Jia Wang, Student

Zhan Wang, Student

Chawit Wongwattanakit, Student

Yanyan Zhang, Student

Facilitator: Ellen Meents-Decaigny

Portraits of Teachers: Five Perspectives on Teaching Adult Learners

In this interactive session participants will get an overview of five perspectives on working with adult learners and have the opportunity to locate themselves within one or more perspectives. Through discussion and reflection, participants will increase their awareness of ways their personal framework influences their teaching style, and learn alternative perspectives that may enhance their practice with adult learners. Specific practices designed to engage adult learners will be shared that align with a range of belief structures, roles and responsibilities, contexts, and content.

Presenters:

Pamela Meyer, School for New Learning

Catherine Marienau, School for New Learning

The 21st Century Adult Educator

This session presents and critiques approaches to the delivery of instruction. Engaging session participants, a process model will be explored. This process model is grounded in action research done in the international arena of adult education.

Presenter:

Gabriele Strohschen, School for New Learning

3:50P.M. – 5:00P.M.

Workshop: “Engaging Presence in the Classroom”

DePaul Center 8002

Natalie Turner-Jones, Theatre School

Theatre School Professor Natalie Turner-Jones will lead a practical workshop exploring theatre-based techniques that can be applied to the classroom environment—many of them immediately. We know that our non-verbal forms of communication speak volumes about who we are, what we mean, whether we are comfortable, and whether or not we are hiding something. Most teachers are excellent at reading, interpreting, and responding to the body language of others, but few of us make a conscious choice about the non-verbal messages we convey—especially in the classroom. The way we use the classroom space, gesticulate to make a point, move, breathe or pause all convey a clear message to our students. Making conscious choices in these areas empowers us to create the learning environment that we want for our students. Using basic concepts found in the areas of movement, acting, voice, mask, Le Jeu and spatial awareness, teachers can drastically improve teacher-student interactions, focus group attention where you want it, maximize engagement in the subject area, and create a more playful learning environment.

5:00 P.M. – 6:00 P.M.

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, Faculty Instructional Technology Services

Claudia Anderson
Kelly Kessler
Catherine Weidner
Members, Committee on Learning & Teaching

Special thanks to: Heather Banas, Zac Brenner, Lauri Dietz, Lorne Henne, Rana Hussein, Calley O'Neil, Matthew Pearson, Emily Stone, LaVern Thomas, Martin Williams and Katie Wozniak

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