

# *May* **Institute**'16

***Teaching Across the Curriculum***

**Welcome to May Institute 2016**  
***Teaching Across the Curriculum***

**Register at <http://www.lewisu.edu/MayInstitute> by noon,**  
***Friday, May 13***

Each year the University Faculty Development Committee works with the Office of the Provost to prepare a May Institute that provides a variety of sessions to engage Lewis University colleagues in concepts to improve teaching and learning.

Join us again this year for activities spread over four days – **May 16-19**, followed by **Post-Institute Technology Sessions on May 19 and 20** facilitated by staff from the Center for Academic Technology Solutions. Please note that many sessions have a seat limit and register early.

**May Teaching Institute 2016 is sponsored by the Office of the Provost, Dr. Stephany Schlachter, Provost and Dr. Anne Figus, Assistant Provost for the Center for Advancement in Teaching and Learning and The Lewis University Faculty Development Committee:** Robert Bergman (COB), Dr. Kip Kline, (COE), Anne McShane (CONHP), Dr. Sarah Powers (CAS), Dr. Anne Rapp, (SPCE), Dr. Judy Zito (CAS), and Dr. Joyce Hayward (COE)-Chair.

# Monday, May 16, 2016

## 8:00 am to 11:30 am

**8:00 – 9:00 am Registration and Continental Breakfast**

**9:00-11:30 Session M1: *The Process of Developing, Incorporating, & Teaching Online Courses into an Existing Face-to-Face Graduate Program: A Workshop for the Technology Terrified* AS155-A**

Presented by Dr. Kimberly Duris, Dr. Katherine Helm, Nancy O'Sullivan, and Suzan Sollie

This interactive workshop will discuss how two technology-phobic professors developed successful online courses and incorporated them into an already existing face-to-face, on ground graduate program with the guidance and support of Lewis University's talented Center for Academic Technology Solutions (CATS) staff. The workshop will review the process used to develop successful online curricula, utilize online pedagogy and establish effective assessment.

**9:00-11:30 Session M2: *Reading Across the Curriculum, Interactive Workshop* AS 158-A**

Presented by Dr. Chris Palmi, Dr. Jung Kim, Dr. Joyce Hayward, and Dr. Deb Augsburg

Students may be competent readers and know effective study techniques, yet still struggle with the reading that they must do for their different courses. Their professors, as experts in their respective fields, possess mastery of not only subject matter content, but also the ways of thinking and analyzing that are expected in that discipline. This workshop will help instructors bridge that gap for their students to assist them to become more adept readers in their subject areas. We will also present content-area reading techniques to assist students to get more out of the reading that they do for their courses across the curriculum.

## 9:00 am to 3:00 pm

**9:00-3:00 Session M3: *Using Community-Engaged Learning to Teach Across the Curriculum: Examples of Successful Service Learning with the Warren-Sharpe Community Center***

Presented by: Dr. Christie Billups, Director of Service Learning; Laura Wilmarth Tyna, Community Partner Liaison; Kay Bolden, Executive Director of the Warren-Sharpe Community Center, and service learning faculty.

This day-long workshop will provide an opportunity for faculty to engage in an exploration of the City of Joliet and development of successful community partnerships through interaction with the Warren-Sharpe Community Center, which has engaged regularly with service-learning courses at Lewis. Participants will get to know the Center, hear from faculty who have partnered with the Center and have an opportunity to engage in service. Lunch and transportation will be provided.

# Tuesday, May 17, 2016

## 8:00 am to 11:30 am

**8:00 – 9:00 am Registration and Continental Breakfast**

**9:00-11:30 Session T1: Teaching Across Disciplines: Exploring Case Studies with Mathematical Modeling** Academic Lab 106A (20 seats)

Presented by: Dr. Jerry Kavouras, Dr. Sarah Powers, Dr. Jung Kim, and Dr. Ray Klump

Using case studies and hands-on modeling exercises in your classes can help engage your students by giving them examples and tools that develop a deeper and more visual understanding of the problem, enabling them to extend theory into practice. In this workshop, we will give an example case study introducing a biological scenario to students, and then explain how the concepts were used as the basis for a modeling exercise that was incorporated into the *Calculus for the Life Sciences* course. Presenters will also discuss how the execution of a coupled case study-modeling exercise can be deployed in the classroom using culturally inclusive pedagogy. Participants will be given advice on how to create a modeling activity for one of their classes. Attendees will receive a handout that summarizes pre-existing modeling resources that can be adapted to course content, the functions that are among the most useful for creating models, and links to helpful web resources.

**9:00-11:30 Session T2: Best Practices for Evaluating and Providing Feedback for Student Writing**

Presented by Dr. Mark Letcher, Dr. Scott Kerth, and Dr. Mary Woods Academic Lab AS159-A (21 seats)

The interactive workshop will address best practices for faculty evaluating student writing and crafting the most impactful feedback for students.

**9:00-11:30 Session T3: Assessment Made Easy! Use Blackboard to Collect and Evaluate Evidence Across Sections, Courses, or Programs**

Presented by Dr. Anne Figus, Dr. Teresa Bixby, and Dr. Anne Rapp Academic Lab 104 A (26 seats)

This session will demonstrate the ease of using the new Blackboard Outcomes Assessment to measure student learning.

**Wednesday, May 18, 2016**

**8:00 am to 11:30 am**

**8:00 – 9:00 am Registration and Continental Breakfast**

**9:00-11:30 Session W1 Keynote Address**

**Finding the Sweet Spot: What We Know about How  
Writers Learn to Write and How They Transfer Writing  
Knowledge and Practice**

**– and What We Need to Know**

**Presented by Dr. Kathleen Blake Yancey**

**University Dining Room**

**For a writing culture to flourish, we—students, faculty, and staff—all need to be involved. This keynote session will highlight both what writing teachers might do and what faculty across the curriculum might do to move us forward.**

Kathleen Blake Yancey, Kellogg W. Hunt Professor of English and Distinguished Research Professor at Florida State University, has served in several leadership roles, including as President of the National Council of Teachers of English; as Chair of the Conference on College Composition and Communication; as President of the Council of Writing Program Administrators; and as President of the South Atlantic Modern Language Association. Immediate Past Editor of *College Composition and Communication*, she co-founded and co-directs the Inter/National Coalition for Electronic Portfolio Research, which has brought together over 60 institutions from around the world to document the learning represented in electronic portfolios. Currently, she is also the lead PI for a 9-site study of transfer of writing knowledge and practice. She has consulted with and given workshops at over 125 institutions in the US and on four continents, and she has authored, edited, or co-edited 13 scholarly books--among them *Assessing Writing across the Curriculum*; *Reflection in the Writing Classroom*; *Delivering College Composition*; and *A Rhetoric of Reflection*-- and over 100 articles and book chapters. She is the recipient of several awards, including the 2015 Research Impact Award from the Conference on College Composition and Communication for *Writing across Contexts: Transfer, Composition, and Sites of Writing*; the FSU Graduate Teaching Award; the Purdue Distinguished Woman Scholar Award; and the Donald Murray Writing Prize.

**11:30-12:15 Buffet Lunch – University Dining Room**

# Wednesday, May 18, 2016

## 12:30 am - 3:00 pm

### **12:30-3:00 Session W2: Assignment Design, Genre, and Reflection: Three Keys to Helping Students Write Well**

*Presented by Dr. Kathleen Yancey* Library Media Classroom (30 seats)

This session provides a workshop at which participants have an opportunity to develop an assignment sequence including writing to learn as well as formal writing, attention to genre, and the design of some reflective activities benefiting students which are within the capability of all faculty.

### **12:30-3:00 Session W3: Information Literacy, Academic Libraries and the Quest for Lifelong Learning OR How We Learned to Love Collaboration and Stopped Hating the Un-Informed Research Paper**

*Presented by a panel of Instruction Librarians and Faculty Members* Library Computer Lab (30 seats)

This session will explore the topic of how faculty and an instruction librarian worked together as a team to produce activities and assignments in classes where students were creating research projects. This collaboration not only supported inter-disciplinary efforts between the Library and the Faculty, but also allowed students to be educated in the strategies and evaluation techniques of information retrieval, which culminated in successful research endeavors and promote a sense of lifelong learning. Participants will have an opportunity to work one-on-one with the instruction librarians to create opportunities for collaboration between their courses and the librarian's information literacy curriculum.

### **12:30-3:00 Session W4: Promoting Student Success in Online Coursework** Academic Building Lab 104A (26 seats)

***"Connecting with Online Students and Turnitin: Beyond Plagiarism"*** Presented by Dr. Sheila Boysen-Rotelli, Dr. Lesley Page, and Dr. Michael Cherry

In the Department of Organizational Leadership, a majority of our courses are taught online. As faculty, we have considered what this means in terms of traditional pedagogy and how we can "reach" and "engage" our students. Using various forms/methods of instructional technology, we will share some strategies for communicating effectively with online students through videos, Blackboard Collaborate, Voice Thread and using Discussion Board assignments most effectively. We will also focus on how to implements four key grading feedback functions of Turnitin to partner and collaborate with students, including: Originality Reports; GradeMark; High Level Comments; and Using Rubrics.

**"How to Teach an Online Conversation that Works"** Presented by Dr. Susan Simonaitis

It is difficult to use the (Bb) Discussion Board for its most obvious purpose. Meant to be a platform for teaching and learning through conversation, the Discussion Board too easily and too often generates the furthest thing from a conversation. At worst, it produces mini-essays followed by generic, unrelated comments. This presentation describes how I help students develop skills that empower them – step by step – to create and sustain interactive, interesting online conversations that explore information, ideas, and different levels of critical thinking.

# Thursday, May 19, 2016

## 10:00 am to 3:00 pm

**10:00 to 3:00 Session R1: Faculty Retreat: The Spirituality of the Lasallian Educator:  
The Call to Teach II**

**Facilitators: DISCOVER Team Members, Office of Mission and Identity, University Ministry, and members of the faculty**

This half-day retreat is designed for faculty members to pause and take some intentional time to reflect -reflect on you, your students, the work. What insights from the year's work are waiting to be discovered? What wisdom lurks behind our individual and collective busy-ness? What can we learn before we (too-quickly) move on to next year's planning and priorities?

Faculty are invited to participate in this special May Institute DISCOVER program – an end-of-year retreat designed to provide time and quiet and community to relax and reflect. This session will be held off campus at the LaSalle Manor Retreat Center in Plano, IL. Registrants will be encouraged to carpool. Lunch will be provided at the Retreat Center. Participants limited to 30. (Please note: if you participated last year, join us again; the format will be just as relaxing; the materials, community, and insights will be fresh!)

## Center for Academic Technology Solutions

### Post-Institute Technology Sessions

All sessions will be held in LR345.

**Thursday, May 19, 2016**

Session 9:00 – 10:15 a.m.

*Using Technology Tools to Help Manage Your Teaching*

Presented by Dr. Jason Keleher, Dr. Dan Kissel, Dr. Ryan Hooper, Sue Sollie

What are some of the disruptors that make it difficult to keep up with managing your teaching load? A panel of faculty members will share some innovative ways of using technology to help to mitigate the disruptors while improving student engagement. In addition, CATS staff will share some tips.

Session 10:30 – 11:30 a.m.

*Introducing VoiceThread*

Presented by Joe Jirka (22 seats)

Late last year Blackboard Inc. announced the end of life date for their Voice Authoring product. That date is set for August 31, 2016. After that date the feature will no longer be available.

Blackboard Inc. is supporting a third party product called VoiceThread. which now available through Blackboard at Lewis University. This Web 2.0 tool offers the same features as the Blackboard Voice Authoring product and much more: artifact sharing, video, voice and text commenting. See if this option is right for you.

Session 1 – 2 p.m.

*Introducing Collaborate Ultra Live Classroom*

Presented by Sue Sollie & Graesen Arnoff (22 seats)

Collaborate Ultra Live Classroom has been available in pilot mode throughout the spring term. Starting in the summer term the Collaborate Ultra version will become the default version for each course. This new version is java-free with a more intuitive interface and has most of the options available in the classic version. (*Instructors will have the option to revert the default back to the Collaborate Classic version on a course by course request.*) Come and see which option is right for you.

Session 2:15 – 3:30 p.m.

*Options for including video in your courses*

Presented by Graesen Arnoff (22 seats)

While Collaborate Live Classroom is a great tool that can be used to record lectures, lessons, or other video content, it's not your only option. In this session, expect to learn other tools to creating or including video within your Blackboard course. We will look at recording a voice-over in PowerPoint, ShareStream, and including videos from YouTube and other sources. We will even discuss how to properly handle video content with course copies and rollovers.

## **Friday, May 20, 2016**

Session 9 – 10 a.m.

*Introducing Collaborate Ultra Live Classroom (repeat session)*

Presented by Sue Sollie & Graesen Arnoff (22 seats)

Collaborate Ultra Live Classroom has been available in pilot mode throughout the spring term. Starting in the summer term the Collaborate Ultra version will become the default version for each course. This new version is java-free with a more intuitive interface and has most of the options available in the classic version. (*Instructors will have the option to revert the default back to the Collaborate Classic version on a course by course request.*) Come and see which option is right for you.

Session 10:15 – 11:30 a.m.

*Options for including video in your courses (repeat session)*

Presented by Graesen Arnoff (22 seats)

While Collaborate Live Classroom is a great tool that can be used to record lectures, lessons, or other video content, it's not your only option. In this session, expect to learn other tools to creating or including video within your Blackboard course. We will look at recording a voice-over in PowerPoint, ShareStream, and including videos from YouTube and other sources. We will even discuss how to properly handle video content with course copies and rollovers.

If you are interested in Certification for Online/Blended Teaching? Visit the Faculty Center website at <http://www.cs.lewisu.edu/cats/workshops.php> to sign up for Bootcamp (June 6-9) or the online summer session (June 12 – August 20).

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