TEACHING SPOTLIGHT: ACTIVE LEARNING IN PRACTICE BIOLOGY & BEYOND

Dr. Jerry Kavouras, Professor of Biology utilizes active learning strategies in his science courses, such as microbiology, ecology, and environmental science for majors and non-majors. Through public service announcements, student groups educate an audience of their peers on a disaster, environmental issue, or concept related directly to the course material. Drawing from concepts taught throughout the semester into a final project allows the groups to synthesize and apply their independent research in developing a communication. Encouraging students to work together allows for sharing knowledge of technologies used to create short videos, sharing knowledge about concepts learned throughout the course, and developing teamwork skills. Guiding his students throughout the process, he provides feedback on the topics at the start and when the groups provide a script, which allows for critical feedback before final production. Sometimes, Dr. Kavouras adds an element of competition to the entire project by allowing students to vote on the best video amongst the groups. In some instances, groups produce a trifold bulletin to complement their PSA and create a communication in another format.

BLACKBOARD ORIENTATION FOR NEW FACULTY

All new and returning Faculty are invited to join the Faculty Center staff in an Orientation to Blackboard.

Monday January 14th 3pm—4pm
Thursday January 17th 12pm—1pm

Already a Blackboard Pro? Check out our wide range of tutorials and videos on going further in Blackboard and other academic technologies.

BLACKBOARD ALLY: MAKE YOUR COURSE CONTENT ACCESSIBLE

Learn how to turn your course documents into documents that can be accessed by students of all abilities. Participants will learn how to create a Tagged PDF’s and accessible tables using Microsoft Word, add alt-text to images, and check for accessibility in Word and PowerPoint.

Register Here
In this 3-workshop series, we’ll read and discuss *The Meaningful Writing Project*, a cross-institutional study of what types of writing assignments best foster student learning and engagement. In addition to revising our own writing assignments, we’ll discuss research-based practices that help students develop more productive writing processes and transfer writing knowledge across courses.

One of these workshops will be led by Dr. Dan Melzer, Associate Professor of English at UC Davis. Dr. Melzer has published widely about designing writing assignments, and his *Assignments Across the Curriculum: A National Study of College Writing* studies over 2,000 writing assignments from across campus at 100 different colleges and universities.

Faculty who attend all sessions will receive $100 in professional development funds, with space for 10 participants. Priority will be given to those teaching, proposing, or revising courses for the Gen Ed Advanced Writing requirement. [Register Here]

You’ll receive a copy of *The Meaningful Writing Project* when you register.

**Meeting Dates**

**Friday, January 11, 2019, TBD** (read first 2 chapters of *The Meaningful Writing Project*, discuss the writing process)

**Friday, January 18, 2019 2—4:30 PM** (workshop with Dr. Dan Melzer, complete *The Meaningful Writing Project*)

**Friday, February 1, 2—4:00 PM** (final discussion of *The Meaningful Writing Project*, share revised assignments, discuss how students transfer writing knowledge across courses)

For more information, please contact:
Tom McNamara
Assistant Professor of English
Writing Across the Curriculum Coordinator
Office: DeLaSalle 219-N
815-836-5647
This 5-part workshop series will focus on research-based practices for college writing instruction. We’ll both revise our writing assignments and explore everyday adjustments to our courses that can foster student writing development.

Two of these workshops will be led by guest scholars. Dr. Kim Jaxon, Associate Professor of English at California State University Chico, will lead a workshop on fostering a classroom community of writers, no matter the size of the course. Dr. Jaxon specializes in digital literacies and course design—as well as writing in the sciences. With the support of a National Science Foundation grant, Dr. Jaxon co-wrote *Composing Science: A Facilitator’s Guide to Writing in the Science Classroom*.

Dr. Dan Melzer, Associate Professor of English at University of California Davis, has published widely about designing writing assignments, and his *Assignments Across the Curriculum: A National Study of College Writing* studies over 2,000 writing assignments from all disciplines at 100 different colleges and universities.

Faculty who attend 4 of 5 sessions will receive $100 in professional development funds, with space for 10 participants. Those proposing or revising courses for the Gen Ed Advanced Writing requirement will be given priority. Register Here

**Workshop Dates**

**Friday, January 18, 2019, 2—4:30 PM** — Designing Effective Writing Assignments Across Disciplines (workshop with Dr. Dan Melzer)

**Friday, February 15, 2019, 2—4:00 PM** — Peer Response: Cultivating a Community of Writers

**Friday, March 29, 2—4:00 PM** — Responding to Student Writers

**Friday, April 26, 2—4:00 PM** — Demystifying Disciplinary Writing Conventions

*May Institute — Epic Composition: Teaching Writing in Large Classes*

Alternate meeting times will be held for those who cannot attend at these times.

For more information, please contact:
Tom McNamara
Assistant Professor of English
Writing Across the Curriculum Coordinator
Office: DeLaSalle 219-N
815-836-5647
The Office of Mission and Identity, the University Faculty Development Committee, and the De La Salle Christian Brothers are pleased to reprise 12 for 21: 12 Virtues of a Lasallian Educator for the 21st Century, a series of discussions focused on The Twelve Virtues of a Good Teacher, a document inspired by the teachings of Saint John Baptist de La Salle and published formally in 1785 by Brother Agathon, the fifth Superior General of the De La Salle Christian Brothers. Often considered one of the most significant works in our Lasallian heritage, the 12 Virtues have been studied, taught and espoused by Lasallian educators for decades. 12 for 21 is an opportunity to better understand the history and original context of this document and to discuss what these Virtues mean for Lasallian educators in a 21st Century higher education setting.

Each of the four sessions will focus on three Virtues. Participants are encouraged to make a commitment to attend all four sessions over the course of the 2018-2019 academic year, if possible. Although this level of participation is not essential, it is the best opportunity to understand and appreciate the 12 Virtues in their entirety. Each participant will be provided with “The Twelve Virtues of a Good Teacher” by Brother Agathon (translated by noted Lasallian scholar Brother Gerard Rummery, FSC) and will be asked to read a brief essay about each Virtue prior to attending the discussion sessions.

These 12 for 21 discussion sessions are open to all faculty and staff members; however, space is limited. If you are interested in participating in all the sessions or even just one or two, please click the links to RSVP for a particular session. All 12 for 21 sessions will be hosted by the Christian Brothers in the Lower Level Lounge of La Salle House.

February 1, 2019
3:00pm – 5:00pm
Reserve – Dr. Mike Cherry, College of Business
Gentleness – Steve Zlatic, University Ministry
Zeal – Dr. Susan Sheffer, College of Arts and Sciences

April 5, 2019
3:00pm – 5:00pm
Vigilance – Dr. Susan Sheffer, College of Arts and Sciences
Generosity – Dr. George Klemic, College of Business
Prudence – Dr. Stephanie Gedzyk-Nieman, College of Nursing and Health Professions