This month, Associate Professor in Psychology, Dr. Keith Lavine shares his favorite teaching moment with the Faculty Center:

“It’s really hard for me to pinpoint one particular teaching moment that was my favorite in my 13+ years of teaching. I love my job and my students and I have had so many great moments. Some of my best moments are often when the class as a whole is excited and engaged in the discussion and we are having a rich conversation about the subject matter. I also love it when I throw out a discussion question to encourage students to apply the material to their lives, and they are able and willing to do so.

However, perhaps my favorite teaching moments are when students show a desire to be challenged to think more deeply about the subject matter, when they demonstrate that they are not just there to get a good grade and be done with it. They want me to help them learn and do their very best work. As a teacher, I always strive to do that anyways, but when it’s appreciated and welcomed, it can be very rewarding. It reinforces the importance of taking that approach.

One of my favorite examples of that was a student I had in some online adult classes a few years ago. During one class, this student sent me an email that stated “...now that I am about halfway through the program...the quality and quantity of specific feedback I get from you and the fact that you call me on it when I’ve not fully applied myself - set you apart...You just pose a bit more of a challenge and that seems to work well for my learning style...”

I think that one lesson in this for faculty members is not to be afraid to challenge students. Another lesson is that many students appreciate when you are willing to take the time to give them in-depth feedback, even if it is constructive.”

Do you have a favorite teaching moment? Share your favorite moment in an upcoming Faculty Center newsletter here.
Blackboard Ally: Working with Scanned PDFs

Blackboard Ally is helping Lewis University make online content in courses accessible for all students. Occasionally, courses may contain material from scanned copies of old textbooks. Unfortunately, scanned texts are very inaccessible, and create a lot of challenges for your students. It is often best to replace these files with digital text documents. However, there may be times when you are unable to find a fully accessible version of the course file. Ally provides information on how to best resolve these issues, and steps to take in order to ensure students are given the opportunity to locate accessible versions of these course materials. Review these brief documents for more background information: Scanned PDFs: An Enemy to Accessibility and how to Add a Library Reference.

What is a scanned document?

Turn Ally on in your course today by submitting a service desk ticket. Ally will be available in all courses beginning Fall 2019. Blackboard Ally allows students to download alternative formats of documents uploaded in their Blackboard courses. Instructors may disable alternative formats on documents they chose. Visit the Ally Program tab in the Lewis University Blackboard site for more information and resources on Ally.

Respondus LockDown Browser and Monitor

Are you concerned with the security of your online exams? Are you worried that your enrolled students are the ones actually taking the tests? We are pleased to announce that Lewis University has acquired Respondus LockDown Browser and Monitor for online exams in Blackboard.

Respondus LockDown Browser is a custom browser that locks down the testing environment within Blackboard and Respondus Monitor is a companion product that is a proctoring solution using webcam technology and video review for instructors. Working seamlessly with Blackboard, Respondus LockDown Browser and Monitor can easily be enabled on any quiz or exam. This video will give an overview of how instructors can prepare an exam using the LockDown Browser and Monitor.

And finally, your students will appreciate the added layer of security and level playing field when they use Respondus LockDown Browser and Monitor. This video will give a brief overview of the student experience using Respondus LockDown Browser and Monitor for online tests.

Keep an eye out for Respondus webinars being offered in the future. Visit us at the Faculty Center website to view our calendar of trainings.
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.

**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.

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