



Activities and Projects Update

Part of the mission of LTA is to provide faculty with updates on programs involving both teaching with technology and assessment issues. We hope this brief overview of our activities serves to inform and also pique interest in new topics on teaching and assessment.

Focus on Teaching: Spring 2009

Focus on Teaching has become our twice-yearly opportunity to share new teaching and technology strategies and solutions with faculty. Co-sponsored with Academic Technology Services, the Center for Faculty Professional Development and Loyola University Chicago Libraries, FOT is becoming a mainstay on many faculty calendars. Our fall event on assessment drew over 80 participants and our spring program (generally smaller than fall) drew over 50 faculty and support personnel. Brigid Schultz, from the LUC School of Education, provided the keynote address on strategies for sustaining teaching success. A regular presenter at FOT, Brigid shared a variety of ideas for

enhancing teaching efforts; as always, her session evaluations attest to a high level of appreciation for her contributions.

Breakout sessions included a faculty panel on teaching, an overview of mind-mapping software, classroom response system presentations and a cracker-barrel style discussion forum. Check the LTA website for a summary of the Cracker Barrel table discussions and list of references provided by the keynote: <http://www.luc.edu/learningtech/programs.shtml>.

Planning for fall FOT is already underway; mark your calendars for Wednesday, August 19. The program topic deals with various as-

pects of collaboration in teaching. Dr. Robert Rotenberg, professor of Anthropology at DePaul University will be the keynote speaker. He will share some of the teaching strategies from his acclaimed 2006 book, *The Art and Craft of College Teaching*. If you have a breakout session you would like to propose or a suggestion for a breakout topic, please send your request via email to learningtech@luc.edu. We will also have a poster session and are looking for faculty ideas.

Contact Susan Wardzala (swardza@luc.edu) if you want more information about the poster display.



There was a full house at Focus On Teaching 2009.



Focus on Teaching Planning Committee. Pictured from left to right: Bruce Montes, Carol Scheidenhelm, Susan Wardzala, Mary Ann Mc Dermott. Pictured center: Jack Corliss

ELI Conference

Two representatives from LTA attended the Educause Learning Initiative (ELI) annual meeting in Orlando from January 20-22. The ELI conference focuses on pedagogical uses of technology in higher education; this year's theme was, "Participation and Collaboration: Social Learning for the 21st Century." A few of the sessions that we attended focused on:

- Evaluation and Assessment Practices in Technology-Enhanced Learning;
- Using Web 2.0 tools to create interdepartmental collaborations that facilitate student learning;
- Creating a system for

interactive learning objects that promote information literacy;

- How other schools are exploring the capabilities of iTunesU and how they are making it tie seamlessly within Blackboard;
- How mobile devices are creating challenges and opportunities for educators;
- How emerging technologies are enhancing (and sometimes distracting students from) classes.

Donovan Braud, adjunct in the Department of English, presented a session on his use of TeamSpot, collaboration software that his students use during the peer

review process. There are 14 installations of TeamSpot in the LUC Information Commons. For a more complete description of TeamSpot and its academic uses, visit the Information Commons website: <http://www.luc.edu/ic/teamspot.shtml>

While several of the conference tracks were more limited in scope than in previous years, many of the sessions provided information that was practical and applicable to the learning technologies we are working with and promoting here at Loyola. To access sessions that were recorded, check online at: <http://tinyurl.com/a3c753>



Donovan Braud (upper left corner), adjunct faculty from the Department of English presents on TeamSpot at the ELI Conference

Exploring POSSIBILITIES

"We envision the Loyola University Chicago teaching environment as a forum for implementing excellence in pedagogically-sound methods for teaching students and assessing their learning."

Core Assessment

Assessment of the new Core Curriculum began in earnest in spring 2008. Three knowledge areas were assessed using the embedded-questions approach and common scoring rubrics. Embedded questioning involves taking questions or performance pieces that the professor is already using for evaluation of student performance (grading) and applying a rubric, or standard measure, to determine whether the student has met the identified learning outcome.

This spring, College Writing Seminars, Historical Knowledge, and Quantitative Analysis will be added to Ethics, Artistic Knowledge and Experience, and Scientific Literacy, which were also assessed in 2008. Additionally, courses in the value areas of Justice and Faith will be assessed. By the end of spring 2010, all course

knowledge and value areas will have been assessed and the information used to determine the success of our Core student learning outcomes.

Spring 2009 Core testing will include an optional pilot program where faculty in select Core areas will record their assessment scores in the Locus system. This process will reduce the amount of time faculty spend recording scores and provide ease of data tabulation. The process will be incorporated into next year's assessment following a successful pilot. The spring 2010 testing will also include pre- and post-testing as a measure of value-added results.

The Core Assessment Project report from 2008 can be found on the web at: http://www.luc.edu/core/pdfs/2008_Core_Assessment_Overview_Short.pdf

CAS Technology Survey

LTA recently sent a short survey to all departments in the College of Arts and Sciences in an effort to gain a better understanding of what types of technologies are currently being used or targeted for use. Another goal of the survey was to determine more clearly what type of support and training is needed in academic areas.

To date, we have received responses from several departments and are using the results to determine what services LTA can provide these areas. The majority of the responses indicated that hands-on, discipline-specific workshops and online tutorials would be the most useful and convenient training options for faculty. As a result, LTA has expanded its list of "on-demand" workshops that are available for faculty, and we are also working on a variety of online learning objects that will focus on useful

topics such as creating a simple podcast in Blackboard and using PowerPoint effectively in a class. Keep watching the LTA website for these learning tools: <http://www.luc.edu/learningtech>

LTA hopes to hear from more departments so we can continue to provide support that is applicable and timely to the teaching needs of faculty. To provide your feedback or request technology and teaching assistance, please contact LTA via email at learningtech@luc.edu.



Spring 2009 Workshop

UNIT ASSESSMENT REPORTING

During the spring 2008 semester, LTA sent a request to academic departments for information about their unit's assessment efforts.

The request was for three pieces of information:

- assessment plan,
- assessment data/results,
- and the tool that was used for collecting the data.

The initial goal has been to summarize and record current assessment methods with a secondary goal of reporting this information on the website. With increased emphasis on accountability (from government sources as well as prospective parents and students), it is prudent to begin promoting the success of our programs based on assessment data. That grid

will list each academic department and what type of assessment their plan includes.

LTA is currently working on templates to assist units in reporting their yearly assessment results. The templates are being designed to provide guidance rather than a strict format for reporting data. Assessment reports are due each June 30 to the director of LTA or emailed to learningtech@luc.edu. LTA staff are available to assist units in creating, reviewing and revamping their assessment plans as well as to provide guidance on how to use the data collected to help inform curricular enhancement.

Marquette University has an excellent assessment presence on their website. [http://](http://www.marquette.edu/ctl/facdev_assessment.htm)

www.marquette.edu/ctl/facdev_assessment.htm.

Additionally, we are working to add more information to the LTA assessment offerings, so keep watching our site: http://www.luc.edu/learningtech/Assessment_Protocol.shtml.

Contact Us:

We are always interested in hearing from you regarding what you or your faculty are doing in the virtual and physical classroom. Please let us know how we can assist you in moving your department goals forward.

<http://www.luc.edu/learningtech>

learningtech@luc.edu



Carol Scheidenhelm and Tom Wren discussing issues at Focus on Teaching.



Loyola faculty members participating in a cracker barrel discussion session at Focus on Teaching.