

**Center for the Advancement of Teaching  
Xavier University of Louisiana**

**Newsletter  
Fall 2000**

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Note: This newsletter is also available on-line at  
<http://www.xula.edu/Administrative/cat/news/>

## Because It's There?

If these words have found their way to your computer monitor, then you may be wondering why they're here and not on a piece of paper. Our reasons for publishing the newsletter online aren't quite the same as why some people climb mountains. On the other hand, maybe there are similarities.

We've chosen to publish the newsletter exclusively online rather than our traditional print method for four reasons:

1. Online publishing offers us savings in costs that are otherwise associated with printing over 250 copies of a multi-page newsletter.
2. We can save a lot of paper this way. Note, that's 'we.' You, on the other hand, may chose to print this newsletter.
3. Publishing on the Web allows us to have hypertext links within the newsletter. We can create something that's somewhat interactive.
4. We'd like to use this format to bring greater awareness to the Xavier community about what's possible on the Web.

We hope you find this online edition of our newsletter interesting and useful. We welcome your feedback. Just send a message to [cat@xula.edu](mailto:cat@xula.edu).

## Web Course Management Systems

During this past summer, six faculty members--Dr. Debbie Bordelon (Education), Mr. Arnold Crump (Communications), Drs. Betsy Hemenway (History), Cirecie Olatunji (Education), Todd Stanislav (Biology), and Ms. Vera Walker (Communications)--developed online components of their courses using Web Course Management Systems such as WebCT, eCollege, Anlon, and Blackboard.

The Center for the Advancement of Teaching hosted a summer-long online seminar for the faculty members to assist them in course development. The faculty members participated in face-to-face meetings and online activities using the online seminar resources. These resources were delivered using an eCollege seminar website and included six modules:

- Module 1: Orientation
- Module 2: Course Structure
- Module 3: Assessment
- Module 4: Asynchronous & Synchronous Communication
- Module 5: Tools & Resources
- Module 6: Fair Use & Intellectual Proper

These faculty members are participating in a larger case study aimed investigating the advantages and disadvantages of each course management system. The case study will also explore how course management systems change, if in fact they do, the teaching and learning process?

## Upcoming Events

### ***A WebBoard Workshop***

Come and see how WebBoard Conference is used in courses at Xavier University. Learn how to post messages, create conferences, set user permissions, make mailing lists and more.

- Dates and times:
  - Wednesday, August 23rd: 12 noon - 2:00 PM (lunch provided)
  - Thursday, August 24th: 4:00 - 5:00 PM
- Workshop leaders: Dr. John Fulwiler and Gayna Stevens-Credle
- Location: Computer Lab, 5th floor of library

To register, contact the Center at ext. 7512

### ***Electronic Classroom Orientation***

- Friday, August 25, Library 501; 2:30-4:00pm

Ms. Janice Florent, the Center's Technology Coordinator, will provide training to faculty who wish to use the electronic classrooms (Library Rooms 501 and 502) or the Teaching Laboratory (Library Room 532A).

## ***Web Authoring Seminars & Workshops***

### **How the Web Works**

The Center will continue to offer Web authoring seminars to faculty in the Fall semester, in the ongoing series entitled *How the Web Works*. The series provides a foundation for understanding basic Web publishing concepts. Topics include planning, imaging, animation, HTML, style sheets, JavaScript, and more.

### **Tools for the Web**

The Center is pleased to announce a number of new workshops which focus on particular software tools for Web authoring: HomeSite, BBEdit, Fireworks and Flash. These workshops will be practical rather than theoretical, and participants will receive a copy of the software thanks to the Office of Technology Administration. A grasp of the fundamental concepts of Web authoring is a prerequisite for attending these workshops.

### **Cast Your Vote**

To learn more about the various seminar and workshop topics, and to cast your vote for the seminar schedule, please visit:

<http://www.xula.edu/Administrative/cat/vote/>

## **Writing a Comprehensive Plan for Professional Development**

- Saturday, September 9, 2000
- Library Room 501
- 9 AM (continental breakfast at 8:30) – 1:30 (M (lunch will be provided))

In this workshop, Dr. Sonia Gonsalves will present clear steps for the preparation of a comprehensive plan to build a balanced professional portfolio. The workshop will cover the areas of teaching, scholarship, and professional and community service. Participants will have the opportunity to evaluate possible inclusions to their practice in the scholarship of teaching, use of innovative pedagogy and technology-assisted teaching, and community service. The workshop will be useful to new faculty, faculty who are in the process of preparing for a review, faculty who mentor new faculty, and faculty and administrators who advise and evaluate faculty performance. Participants will work together in interest-based groups to hone specific plans for immediate implementation.

*Sonia V. Gonsalves is the Director of the Institute for the Study of College Teaching at The Richard Stockton College (RSC) of New Jersey and an Associate Professor of Psychology. In this capacity she arranges workshops and seminars for new tenure-track faculty in order to acquaint them with a diversity of pedagogical approaches. Sonia serves on the college's steering committee as chair of the Academic Policy Committee and is a co-founder of the Academy for Interested and Motivated Students (AIMS) -- a weekend school for grade and high school students in Atlantic County, New Jersey. Sonia was co-Principal Investigator of two AmeriCorps and one National Science Foundation grant at RSC.*

*In the past year she has made presentations at the American Association for Higher Education's national conference and at the Lilly Atlantic Conference on College Teaching. This summer, she led a team of nine faculty and administrators at the AAHE Summer Academy in Snowbird, Utah.*

*Current research topics include the role of prior knowledge in learning, naïve theories and learning, and student errors as diagnostic feedback.*

To register for this workshop, call Arriana at ext. 7512 or send e-mail to [cat@xula.edu](mailto:cat@xula.edu).

## **Course Portfolio Workshop**

- Saturday, September 23, 2000
- 8:30 AM to 12 PM (continental breakfast and refreshments will be served)

This hands-on workshop provides an introduction to course portfolios. Led by Dr. David Lanoue, Professor of English, and a panel of faculty who have created course portfolios in the past, the workshop explores the questions:

- What is a course portfolio?
- How does it relate to the scholarship of teaching?
- Who is its audience?
- Is a course portfolio formative (used to improve teaching) or summative (submitted for evaluation) or both?
- What is my philosophy of teaching and how does this inform my approach to a particular course?
- What learning goals have I set for students?
- How can I assess whether or not I am accomplishing these goals?
- What role do peers and students play in the process?
- How might a course portfolio be focused?
- What is the value of course portfolios in multi-section courses with standardized content?
- What successes and frustrations have colleagues encountered in past course portfolio projects?

Each participant should bring a syllabus of a current course that he or she is teaching--or one that he or she would like to reflect on. Also, bring paper and pen, as this workshop will provide the opportunity to create the initial components of a course portfolio.

To register for this workshop, send a message to [cat@xula.edu](mailto:cat@xula.edu) or call Arriana at ext. 7512.

## 2000-2001 Faculty-in-Residence

The Center for the Advancement of Teaching is pleased to welcome three faculty members who will assist the Center in three important initiatives. Drs. Robert Berman (Philosophy) will facilitate teaching, learning, and technology events, Barbara Green (Biology) will lead the Scholarship of Teaching Working Group, and David Lanoue (English) will lead the Course Portfolio Working Group. More information about each faculty member follows.

**Dr. Robert Berman** will serve as a faculty-in-residence in the Center for the Advancement of Teaching during the 2000-2001 academic year. Dr. Berman received his Ph.D. from the Graduate Faculty New School for Social Research. Since joining Xavier in 1988, he has taught Ethics, Philosophy of Law, Law and Humanities, Logic, and 19<sup>th</sup> and 20<sup>th</sup> Century Philosophy courses. Dr. Berman served as chair of the Philosophy Department from 1992-1999, and was a Center for the Advancement of Teaching Fellow with support from the W. K. Kellogg Foundation.

Dr. Berman will provide opportunities for Xavier faculty members to consider the relationships among technology, teaching, and student learning. The Center has, in recent academic years, provided technology workshops that focused almost exclusively on the technical aspects rather than on the educational or pedagogical aspects of information technology. The Center will continue to provide the technical workshops during the 2000-2001 academic year. Dr. Berman will complement this effort by offering faculty a venue in which to think broadly, deeply, and critically about educational and pedagogical issues related to information technology. With the dizzying pace at which technology changes and the issues that technology creates surface in higher education, it is essential that the Xavier faculty have a venue, or several venues, to think broadly and deeply about teaching, technology, and learning.

A calendar of events will be announced soon.

**Dr. Barbara Green** obtained a Ph.D. in Molecular Biophysics from Florida State University. She joined the Xavier faculty in August 1995. Barbara is particularly interested in using case studies in her Biology courses. In summer 1999, she attended the NSF-sponsored Case Studies in Science Workshop at SUNY-Buffalo. Workshop speakers presented many different methods and sources for teaching case studies. In addition, Barbara wrote and taught a case study to a group of students and peers to receive feedback. She subsequently taught the case study twice during the 1999-2000 academic year in two different courses. She is currently writing the teacher's notes to accompany her case study. The Case Study Teaching in Science website (<http://ublib.buffalo.edu/libraries/projects/cases/case.html>) publishes all completed cases and notes.

Barbara also attended the Conference on Scholarship of Teaching and Learning in April 2000, at Indiana University at South Bend. Conference presenters discussed multidisciplinary examples of conducting and documenting classroom research for publishing. Barbara conducted a pilot study of classroom research in one of her courses spring 2000. In addition, she attended a presentation of the online Journal of the Scholarship of Teaching and Learning (<http://www.iusb.edu/~josotl>).

During the 2000-2001 academic year, Barbara will coordinate activities of the Scholarship of Teaching Working Group (SOTWG). She is interested in establishing a multidisciplinary foundation for the scholarship of teaching. This would include compiling a database of resources such as:

- peer reviewed journals and websites that publish results
- organizations and conferences where results could be presented
- colleges and professors that are conducting the scholarship of teaching
- colleagues who specialize in designing instruments for data collection and analysis
- consultants.

These resources would allow faculty to design and implement classroom research projects. SOTWG will give faculty an opportunity to explore these resources and discuss classroom research ideas.

**Dr. David G. Lanoue**, Professor of English, born in Omaha, Nebraska (1954), he earned his B.A. at Creighton University (1976) and his M.A. and Ph.D. in English at the University of Nebraska-Lincoln in the area of medieval literature (1977, 1981). He began teaching at Xavier in 1981. In the 1980s he began to study Japanese and delved into the one-breath poetry known as haiku. From 1984 on, he published original haiku, translations, and haiku-related essays in various magazines and anthologies. He conducted research in Japan in 1987 and 1988, and participated in the N.E.H. Literary Translation Institute at the U. of California, Santa Cruz, in 1989. The result of this labor was the book, Issa: Cup-of-Tea Poems: Selected Haiku of Kobayashi Issa (Asian Humanities, 1991). He served two consecutive terms as chairperson of Xavier's English Department (1985-91). In 1993-97 he taught as an associate of Bard College's Writing and Thinking Institute. Recent projects include an Issa website with a searchable archive of haiku (<http://www.xula.edu/~dlanoue/issa>) and the novel, Haiku Guy (Red Moon Press 2000). In 2000-2001, he is facilitating the Course Portfolio Working Group. More information about this group is found at <http://www.xula.edu/Administrative/cat/facdev/cpwg/index.html>.

## Scholarship of Teaching Working Group

During the 1998-99 academic year, a handful of faculty explored, amongst other things, the structures, policies, and practices on Xavier's campus that support or inhibit the scholarship of teaching. Concomitant with these discussions were efforts by an *ad hoc* university committee to review and recommend criteria for promotion and tenure. The faculty approved the final draft of the committee's recommendations in spring 2000. The following is an excerpt from the recommendations:

### **Scholarship**

Scholarship is here defined as a process that generally includes, in various modes according to disciplines, the definition of a problem, the formulation of a hypothesis, and the choice of a methodology, its end the creation of a product that advances evaluation and review to "publication," or making one's knowledge. This progression from discovery through peer scholarship public, takes many forms, including: traditional research (where articles and conference papers "make public" the results of inquiry); the creative output of the fine arts (where performance, art work, and text "make public" outcomes of different forms of investigation); and the Scholarship of Teaching, here defined as making public, in conference presentation or pedagogical journal, for example, results from studying a problem about an issue of teaching or learning through methods consistent with disciplinary epistemologies, with the end of enhancing student learning.

Perhaps the most significant outcome of the discussion in 1998-99 was recognition of the need to provide an infrastructure for the scholarship of teaching that, in principle, models the infrastructure provided for traditional scholarship. The faculty group identified the following as necessary components of this infrastructure:

- models for designing and conducting classroom research;
- a community of faculty meeting regularly to discuss the scholarly work they are doing;
- release time or stipends for those faculty who wish to conduct research on teaching and learning;
- information on teaching journals and their publication guidelines; and
- information on opportunities to give papers on teaching at conferences and symposia.

The Center for the Advancement of Teaching invites all university faculty members to participate in the Scholarship of Teaching Working Group (SOTWG) whose aim is to implement the above mentioned recommendations. Stipends (\$500 per semester) and release time (for spring 2001) for the 2000-2001 academic year are available to faculty.

Dr. Barbara Green, Assistant Professor of Biology and a member of the 1998-99 faculty discussion group, will coordinate the efforts of the SOTWG during the 2000-2001 academic year.

If you are interested in participating in this project, please contact Dr. Todd Stanislav at [tstanisl@xula.edu](mailto:tstanisl@xula.edu) or ext. 7512.

Funded faculty must submit progress and final reports that will be posted on the Center's website.

## Faculty Projects

### ***Faculty projects funded by the Bush-Hewlett grant***

Amaresh Das (Business) will participate in the scholarship of teaching working group. Dr. Das is particularly interested in two types of pedagogy: active learning and the use of the Internet and World Wide Web.

Dr. Lisa Schulte (Psychology) will participate in the scholarship of teaching working group. Dr. Schulte is interested in conducting research on new teaching methods and materials.

The English Department's World Literature Teaching and Learning Community was first established in fall 1997, as part of a peer review of teaching project. Ten faculty members met for two years (through spring 1998) to share ideas on course content, pedagogy, and assessment. The teaching circle then expanded to include World History (HIST 1030 and 1040) faculty members, allowing the community to continue its peer review from an interdisciplinary approach, with a triple focus: learning in the respective disciplines, contextualizing literature with history, and assessing learning goals. During the 2000-2001 academic year, English Department faculty members (Drs. Violet Bryan, Richard Collins, Bruce Danner, David Lanoue, Michele Levy, and Mr. Mark Whitaker) and two students will form a teaching and learning community. The community will focus on three goals:

- analyzing and refining the assessment tool developed last year
- developing course approaches and materials to address the results of the assessment tool
- continuing to broaden their abilities to teach central texts that are sometimes "under taught"
- encouraging faculty members to extend their influence into the teaching community by actively pursuing the scholarship of teaching.

Drs. Nancy Martino (Communications) and Deborah Bordelon (Education) will continue a project that began in fall 1999 as a collaboration among education and speech pathology faculty and students. During the 2000-2001 academic year, Drs. Bordelon and Martino will collaborate in writing a scholarly paper to be submitted in a refereed publication.

The Comparative Literature Initiative will engage a group of six humanities and social sciences departments [Drs. Gerald Boodoo (Theology), Jay Ciaffa (Philosophy), Sr. Barbara Hughes (History), Michele Levy (English), Beverly Mason (Sociology), and Susan Spillman (Languages)] in a yearlong discussion of how to construct an inter-disciplinary major in Comparative Literature, with a minor in a foreign language and appropriate upper-level courses in related humanities and social sciences. The Initiative will bring the departments more closely together as they explore common theoretical and curricular issues. The explorative conversations will consider collaborative curriculum structuring and course creation, which can benefit not only the participating disciplines themselves, but also Xavier's liberal arts program as a whole. The Initiative, in addition to enhancing the role of the humanities and social sciences at Xavier, will improve the rigor and coherence of students' education. It will also serve to recruit better-prepared humanities and social science majors and secure new funding sources for infrastructure, library holdings, and additional program support.

Drs. Jerry Farmer (Theology) and Fred Humphrey (Philosophy) will continue developing a project that began in August 1999. Faculty and students will collaborate in using Dr. Martin Luther King's 1963 "Letter from Birmingham Jail" to promote active student learning by encouraging students to move from particular historical concerns to more broad based and universal conclusions. Dr. Farmer will incorporate Dr. King's letter as a case study in his Moral Theology course (THEO 2500). At the same time, Dr. Humphrey will include Dr. King's letter as a case study in his Great Books in Philosophy course (PHIL 1030). For this particular module on King's letter, the two classes at Xavier will be linked to Dr. Brian Fitch's (University of Wisconsin-Stout, Department of English and Philosophy) English Composition class and Dr. Alec Kirby's (University of Wisconsin-Stout, Department of Social Sciences) American Government class. Each faculty member and his students will discuss Dr. King's letter via six inter-university teleconferences. The synchronous discussion will be supplemented by asynchronous discussion using Blackboard, a Web-based course management software. Drs. Farmer, Fitch, Humphrey, and Kirby will work with students to develop a series of questions that will be placed on the discussion board to guide students in their classrooms, the teleconferences, and in the online discussion. Since each institution has its own unique character, participants in this project will also be exposed to issues of cultural, ethnic, and geographical diversity.

Drs. Jay Ciaffa (Philosophy) Fred Humphrey (Philosophy), Michele Levy (English), and Jonathan Rotondo-McCord (History) and students will research questions pertaining to tragedy at the intersection of literature, literary theory, philosophy, history, and art, beginning with the classic instances of this dramatic form, such as Aeschylus, Sophocles, and Euripides. This collaborative work will follow the scholarly discussion surrounding tragedy and the historical developments emerging from these debates. The faculty and students will determine how competing visions of tragedy operate to inform the way in which tragedy has been defined, and also the kinds of tragedies that examine the most coherent scholarly theories of tragedy.

Several faculty members will participate in the Course Portfolio Working Group, led by Dr. David Lanoue (English). The faculty include Drs. Deany Cheramie (English), Sr. Jean Marie Craig (Education), Sr. Grace Mary Flickinger (Biology), Dominique Gendrin (Communications), Barbara Green (Biology), Elizabeth Hemenway (History), Ms. Donna Howell (Chemistry), Shamsul Huda (History), Dana Jamero (College of Pharmacy), Ms. MaPo Kinnord (Art), Nancy Martino (Communications), Scott Reese (History), Krishawnda Rogers (College of Pharmacy), Paul Schafer (Philosophy), Sr. Mary Ann Stachow (Theology), and Marc Welt (College of Pharmacy). More information about course portfolios is at <http://www.xula.edu/Administrative/cat/facdev/cpwg/>.

### **Faculty technology projects funded by the Mellon grant**

Dr. Douglas Athey (Education) will integrate technology into two courses, Golf (PHED 2020) and Personal and Environmental Health (HLTH 2130). The primary goal of this project for the Golf course is the continuing development of PowerPoint presentations on the history of African-American participation in golf. The focus of the Personal and Environmental Health course is to develop student-authored websites and PowerPoint presentations on weight management, physical fitness, and environmental issues.

Dr. Gerald Boodoo (Theology) will use technology to enhance the understanding of scientific and theological concepts in his Theology and Science course (THEO 3850). Presentation slides will image basic concepts related to developments in cosmology, quantum physics, chaos theory, information theory, microbiology and genetics as they relate to theological reflection. These slides and other course materials will be organized using a course website to make the material accessible for review and comment by students, as well as the university community at large. In order to facilitate continuing discussion on the course subject matter, e-mail discussion will also be incorporated into the course.

Dr. Deborah Bordelon (Education) will use a Web-based course management system to restructure Clinical Procedures in Remedial Reading (EDUC 4113RD). Dr. Bordelon will post the course syllabus, calendar, assignments, and announcements. The students will be able to post their discussions and reflections through electronic messaging. Students will also be encouraged to use the chat function and file sharing to exchange ideas. Online quizzes and student grades will also be made available through the management system.

Ms. Deany Cheramie (English) will develop a "Handbook for Freshman Composition and World Literature Instructors" that will be especially useful to adjunct faculty members. The handbook will include information about course requirements and University and Departmental policies and procedures. The handbook will be available in hardcopy and on the Web.

Sr. Jean Marie Craig (Education) will incorporate technology into Physical Education courses. Students will learn the fundamental features of working with and building a Web page. Students will be offered a framework for understanding the Internet and an opportunity to become comfortable using the technology tools listed in the course syllabus. Students will have an opportunity to navigate the Internet, as an alternative to, or as a reinforcement of, programs that cover a range of topics from cutting edge technologies to new products. PowerPoint presentations and e-mail will also be used in the courses.

Mr. Arnold Crump (Communications) will use a Web-based management system to:

- Allow more time for student-centered learning experiences and interaction
- Provide access to information and files for projects and documentation
- Facilitate posting of course description, syllabus, office hours, *etc.*
- Allow online testing
- Allow online grading of objective and essay test
- Automatically update grade book
- Facilitate the creation of course materials
- Allow chat for group meetings
- Support e-mail for individual and class communication.

Dr. Bruce Danner (English) will integrate JSTOR and other electronic journals into Shakespearean Comedy (ENGL 3040) and Shakespearean Tragedy (ENGL 3050). These resources will enhance students' access to secondary resource materials in Shakespeare and Renaissance culture. Students will read selected articles for class discussion and research articles for use in their writing.



Dr. Amaresh Das (Business) will create a manual for a set of topics covered in Statistics I (ECON 2070), the main purpose of which is to introduce students to the statistical capabilities of Microsoft Excel, the leading analytical software used in the business world. The manual will be designed in conjunction with the textbook used in the course, although it can be used along with the other texts too.

Dr. Elizabeth Hemenway (History) will use a course management system to integrate computer- and web-based materials more fully into World Civilization to 1500 (HIST 1030). As currently structured, HIST 1030 focuses on world civilizations from Neolithic times to 1500 CE. The course is generally taught in a traditional lecture format, with weekly group discussions of primary sources designed to supplement the lectures. The Web-based course management system will offer students a broader range of learning opportunities and require them to take more direct responsibility for their own learning.

Dr. David Lanoue (English) was funded by the Mellon grant during summer 2000 to write a design document for a website that presents over 600 haiku by the Japanese master, Issa ([www.xula.edu/~dlanoue/issa](http://www.xula.edu/~dlanoue/issa)). The website is already the most comprehensive Issa site on the Web. Dr. Lanoue intends to make it much more interactive, informative, and engaging. He is especially interested in allowing visitors, even those with computers that lack Japanese fonts, to view Issa's original Japanese texts alongside his translation. The website, once fully developed in spring 2001, will be incorporated into World Literature (ENGL 1010).

Ms. Patrice Melnick (English) will write a design document for a project that she began in fall 1999. During the 1999-2000 academic year, Ms. Melnick maintained a website that included a calendar of literary readings and workshops in the New Orleans area. The calendar includes dates of readings, venues organized by area, and biographical information on visiting and local writers.

Dr. Cirecie Olatunji (Education) will use a Web-based management system for Advanced Theories of Personality for graduate counseling students. At present, this course is taught incorporating weekly reflections on class experiences sent via electronic mail, with a mid-term group project in which students are encouraged to use PowerPoint for class presentation, and audio- and videotape case illustrations. By incorporating a Web-based course management system, this course will include a course website, a series of on-line chats with contemporary theorists in the counseling field, usage of Web-based resources, on-going discussion threads, and online assessments.

Dr. Paul McCreary (Mathematics) worked with Xavier students and local high school students and teachers during summer 2000 to develop a design document for a technology project that involves a computer algebra system for high school and college students. The project will also include a tutoring and consulting service.

Dr. Lisa Pollack (Physics/Engineering) will develop course content and activities that utilize a digital video camera to allow students to make their own movies of physics phenomena, and then analyze these video clips using the appropriate software. The activities will focus on topics from the introductory sequence that target common student misconceptions about these topics. Dr. Pollack will also develop pre- and post-tests to assess student learning and determine if use of the video camera helped bolster comprehension of specific physics concepts. The goals of this technology project are to address the difficulties students have in learning specific physics concepts by utilizing more cutting-edge technology in the classroom, and also to invigorate students about their own learning.

Dr. Carmen Rogers developed a design document during summer 2000 for multimedia activities in French 1010 and 1020. Once completed, the multimedia activities will complement the current textbook. The planned multimedia activities have three objectives:

- provide students with real interactive situations rarely found in textbooks and current electronic language programs
- enhance the cultural and historical topics that are briefly mentioned in the textbook
- facilitate the study of French outside the classroom through available technologies.

Dr. Todd Stanislav (Biology) will utilize a Web Course Management System for "delivering" a significant portion of Human Cytogenetics (Biology 4302) in spring 2001. At least six class meetings will be devoted to online asynchronous threaded discussions focused on research papers and two class meetings will use videoconferencing to interact with experts involved in the Human Genome Project.

Ms. Vera Walker (Communications) will use a Web-based course management system for Speech 1010. Ms. Walker will use PowerPoint lecture notes, online testing, and e-mail to enhance student communication and knowledge.

## **Summer Activities at the Center**

The Center was abuzz with activity throughout the summer of 2000.

### ***Personal Financial Literacy Institute at Xavier***

The Center for the Advancement of Teaching was the venue for a two-day workshop on Personal Finance for approximately twenty K-12 teachers from public school systems in and around the New Orleans area. The workshop was part of the Personal Financial Literacy Summer Institute, a statewide partnership of the Louisiana Department of Education, the Coalition for Personal Financial Literacy, and the Louisiana Council for Economic Education. The National Council on Economic Education provided instructional materials for the workshop.

Topics discussed range from strategies on teaching the importance of saving, paying off a home loan, to managing a retirement plan. Also on the workshop's agenda was the use of applying graphing calculators to problems in personal finance. Use of the Center's Teaching Laboratory offered participants easy access to websites provided by the National Association of Securities Dealers, Inc., and Investor Protection Trust.

This workshop was part of a continuing collaboration for the improvement of Economic Education between the Louisiana Council on Economic Education, Xavier's Center for Economic Education, and Xavier's Center for the Advancement of Teaching. Future workshops will feature instruction of the use of the Stock Market Game and integrating economic theory in K-12 mathematics and social studies classes. For additional information call 485-5042.

### ***Small Business Training***

The Economic Development Center along with the Small Business Administration conducted training in July for small disadvantaged businesses. The training is part of an annual conference that provides business development assistance to certified Section 8(a) small disadvantaged businesses. The training sessions covered such areas as: procurement/contracting assistance, administrative management, financial/accounting management, marketing assistance, changes in the 8(a) program, and joint venture and teaming agreements.

### ***Libraries of Medicine Training***

Barbara Cosart, Consumer Health Coordinator for the National Network of Libraries of Medicine (NNLM), conducted a daylong training session in August for Library faculty and staff. The mission of NNLM is to advance the progress of medicine and to improve public health by providing equal access to biomedical information to health professionals and to improve the public's access to health information. Ms. Cosart provided training for the National Library of Medicine's online databases that will enable Xavier's Library to assist students, faculty, staff, and the larger community in accessing health information. Kytara Gaudin and Yvonne Hull were co-chairs of the workshop.

### ***Area teachers and students involved in Mathematics project***

Dr. Paul McCreary (Mathematics) worked with high school students and mathematics teachers from the New Orleans area. The teachers and students were from three public schools and one private school. The teachers included Ronda Baudy Moore (Frederick Douglas High), Merlin Magee (McDonogh #35 Senior High), Frank Sparks (Warren Easton High), and Ann Lupe (Xavier Preparatory School). Each teacher assisted a student selected from the respective schools in a project that involved the use of Mathematica software and the accompanying graphical interface designed by Dr. McCreary. This collaboration will continue throughout the upcoming academic year and include the use of the WebBoard as a way of documenting the "group memory."

## ***Students at the Center***

Xavier University, through its Division of Education and Center for the Advancement of Teaching, has provided space and time for seven public school students to write a website design document. The website will feature New Orleans heroes in the struggle for social justice for people of color.

The students are members of the Students at the Center Program (SAC), a school-based writing course at eight public schools. Each student devoted 60 hours of time to jump-start the project. The students were Robin Thornton (Thurgood Marshall Middle School), Juan Hernandez and Quarrance Claiborne (Fredrick Douglass High School), Leslie Wood (John McDonogh High School), and Adriane Frazier, Towanna Pierre, and Ashley Jones (McDonogh #35 Senior High).

SAC Co-directors, Mr. Jim Randels and Miss Lisa Richardson, also helped the students write the blueprint for this website. The website is intended to inspire young people to improve their city as they learn its history. It will consist of in-depth articles on specific events and people of New Orleans' past, as well as biographies on many of New Orleans' existing activists and heroes. The site will also feature creative pieces and essays by students from all SAC schools in the SAC network. An art gallery and links to other sites about social justice, the culture and history of New Orleans, and the Students at the Center Program will round out the site.

## ***Lusher Alternative Elementary School***

The Center provided a workshop for Lusher school teachers on August 16, which introduced them to the history of the Internet and World Wide Web, and provided a tutorial for navigating the Web and an opportunity to examine curriculum-building websites. The Center will host additional workshops during the 2000-2001 academic year. Center staff are also assisting teachers and parents from Lusher in their effort to develop an extensive school website.

## ***Benjamin Franklin Elementary School***

This summer a group of third and fourth grade teachers and the technology lead teacher from Ben Franklin Elementary worked in collaboration with Elizabeth Rhodes and Bart Everson to write a design document for the Gumbo LALA project website.

What is Gumbo LALA you ask? Gumbo LALA is a project funded by a Preparing Tomorrows Teachers to Use Technology (PT3) grant awarded to Xavier University's Division of Education. The project aims to involve students and teachers at Ben Franklin Elementary in New Orleans and 6<sup>th</sup> Avenue Elementary in Los Angeles, CA in the use of classroom technology as a tool for learning. The theme and focus of the project is the uniqueness of our local communities, specifically as it relates to Creole culture. Under the topics of food, celebrations, traditions, people, places, art, and folklore, the two schools will investigate similarities and differences in their communities and share their findings via the website. It is expected that both teachers and students will become proficient users of Hyperstudio, the World Wide Web, digital cameras, Web boards, and many other technology tools. Through the Internet and the website, it is hoped that an on-line community between the two schools will evolve.

In addition to developing a design document with explicit content that mapped out the entire project for the coming year, the teachers have learned how to operate a digital camera and use the Internet, WebBoard, and Inspiration and Hyperstudio applications.

To work in a professional environment and have time to plan for the Gumbo LALA project has been a meaningful experience for these teachers. The concepts and skills these teachers have learned through this project will increase technology use in the classroom and the entire school, long past the completion of the Gumbo LALA project. In this way, the project will touch thousands of students in the years to come. The Ben Franklin teachers who worked in the Center this summer are Kotch Bergman, Susan Cutillo, Lisa Gilbert, and Martha Gilliam.

## **Computer Upgrades**

We took advantage of the break between the spring and summer sessions to upgrade computers in both labs. Thanks to generous support from the University, the Teaching Laboratory (Room 532A) is now equipped with twenty-five IBM 300GL 433MHz PCs, fourteen PowerMac G4s, and one PowerMac 7500/100. The Student Work/study Laboratory (Room 532B) has twenty-three IBM 300GL 433MHz PCs. The thirteen PowerMacs in the work/study lab are a combination of 7600s, 7500s, 7300s, 8500s, and 8100s.

## **XNUG Xavier Network Users Group**

An automated mailing list has been established for all faculty, students and staff who use the Xavier University computer network. The purpose of this list is to help anybody and everybody who uses the Xavier network figure out how to accomplish goals and solve problems.

By sharing our knowledge, we can empower one another to make the best use of the university network resources and further the mission of Xavier University.

Subscribing (and unsubscribing) is as easy as sending an e-mail message. Simply address your e-mail message to [majordomo@rox.com](mailto:majordomo@rox.com) and include the following words in the body of the message (the subject will be ignored): *subscribe xnug*

You will receive an automated reply confirming your subscription.