



FACULTY CENTER FOR IGNATIAN PEDAGOGY

Promoting Excellence in Teaching and Learning

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PRINCIPLES OF JESUIT EDUCATION

When we think about what makes education at a Jesuit institution different from that received elsewhere, we generally list social justice as one of the basic values. Additionally, education of the whole student (mind, body and spirit) is also widely recognized as a Jesuit tenet. According to the Conway Institute for Jesuit Education (www.jesuitresource.org), there are several other characteristics that make Jesuit education unique. Many of these traits support the ideals of social justice and cura personalis (care of the whole student) including: educating to the values of excellence in academics; service to the underprivileged; understanding and acceptance of different cultures and ethical values; emphasis on critical thinking and problem solving. The challenge for an educator at Loyola becomes a practical question: what do Jesuit principles “look like” when they are applied to the classroom? How are the teaching principles, Ignatian pedagogy, exhibited in our courses?

But what is Ignatian Pedagogy? And how are the founding principles of Jesuit education reflected in the methods Loyola faculty use to engage students in the learning process? These questions are the basis for a series of faculty retreats sponsored by the Faculty Center for Ignatian Pedagogy (FCIP). The three retreats to date have included faculty from the hard sciences, the social sciences and the humanities. Faculty gather for the day and discuss innovations in teaching and learning that encompass the transformative elements of engaging students in their own learning. The main goal of the retreats is to open the dialogue of the impact of teaching to mission and provide FCIP with guidance on how we can help advance the teaching culture on an individual and institutional basis. Response to the retreats has been positive; many faculty members have commented on the value of sharing teaching strategies with colleagues. Several additional retreats are being scheduled for the spring term.



*Kelly Barry, Institute of Paralegal Studies
presenting at FOTL : Fall 2011*

ONLINE CERTIFICATE PROGRAM

Fifteen faculty members slated to teach online during J-Term or 2012 summer sessions have just completed the first iteration of Loyola's Online Certificate Program. The program was developed by FCIP staff members based on materials created and delivered in fall 2010 by Academic Technology Services (ATS) and FCIP staff. Faculty participating in the fall 2010 training taught online last summer as part of an initiative by the Provost to provide more summer courses for students. As the demand for online classes increases, the need for faculty trained to teach online grows exponentially making the need for a more formal, online training imperative.

Participants in the certificate program were responsible for a variety of course materials delivered completely online each week, with topics ranging from course administration, delivering online materials, communicating online with students, and assessing students online. Upon completion of the program, participants will work individually and in small groups with support staff from FCIP and ATS to determine and learn the best technologies to use in their courses. Instructors are also paired with a mentor who taught during Summer 2011.

Staff from FCIP will be using feedback from the first group of instructors to make improvements to the Online Certification Program before opening it up to a new cohort in January. If you are interested in joining the summer Online Teaching Certificate or would like to learn more about the program, feel free to contact us at facultycenter@luc.edu.



TASKSTREAM - PART 1

This is the first of a three-part series about TaskStream, Loyola's new ePortfolio system.

USING ADOBE CONNECT

With the advent of more online communication, LUC has invested in a new program to make online contact more effective. Adobe Connect is a web-based tool for online classrooms, office hours, meetings and webinars. It has turned out to be one of the most useful tools on campus. It allows for professors to interact with students online with voice over IP (VOIP). Faculty and students can speak to each other over the internet using a microphone connected to their computer and headphones or by typing text messages in a chat window. Other features include: using webcams and video sharing; doing online polling; breaking into online groups; sharing PowerPoint slides, PDF documents and the presenter's desktop.

While Adobe Connect is great for online courses, there are many faculty teaching on-ground classes who have integrated it as well. Faculty use it to invite guest speakers into the classroom, allow sick students to attend class without risk of infecting others, allow class lectures to be recorded and reviewed by students, provide a means of online office hours, and provide video messages.

If you're interested in using Adobe Connect, you are required to take training consisting of two workshops. The first workshop is a demonstration of what Adobe Connect has to offer and a brief how-to on most of the tools. The second workshop allows faculty to demonstrate how they plan on using the tool and get feedback from their peers in a safe practice environment. For more information on Adobe Connect please visit <http://www.luc.edu/cts/connect.shtml>.

In Fall 2011, Loyola officially rolled out TaskStream as our new ePortfolio system. TaskStream was formally piloted in 6 academic courses, including UNIV 101, and in 5 academic programs. Since all Loyola students enroll in UNIV 101, we welcomed the opportunity to incorporate TaskStream and ePortfolios into the course curriculum. Our goal is that by introducing students to ePortfolios early and instilling how they are academically and professionally beneficial, students will continue to use ePortfolios throughout their time at Loyola. In addition, individual instructors and academic programs are using TaskStream for course- and assessment-related purposes.

Some exciting features of TaskStream include:

- the ability to create personal ePortfolios for coursework and professional usage, among others.
- the ability to create and disseminate surveys.
- a user-friendly rubric creation tool that allows for use and customization of existing rubrics, including the AAC&U VALUE rubrics.
- detailed reporting capacity.
- the ability to create highly customizable, organized, and user-friendly templates where students submit materials.
- flexibility with evaluation, including how work is evaluated and who does the evaluating.
- the ability to share templates, forms, and rubrics between Loyola TaskStream users, thus lessening the need to re-create materials.

The ePortfolio initiative is a joint venture between the Center for Experiential Learning (CEL), ITS, and the Faculty Center for Ignatian Pedagogy (FCIP). Ashley Kehoe, the ePortfolio Coordinator in CEL, works primarily with students and faculty who are interested in using TaskStream as part of their course activities. Shannon Milligan and Carol Scheidenhelm from FCIP work primarily with faculty who are interested in using TaskStream for assessment purposes, whether at the course or program level. We are excited to be able to expand the TaskStream user base in Spring 2012. If you are interested in learning more about TaskStream, please visit <http://www.luc.edu/experiential/eportfolio.shtml> and <http://www.luc.edu/facultycenter/assessment/eportfolios/>. If you are interested in using TaskStream, please e-mail Ashley at eportfolio@luc.edu.

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