Educational Resources and Information

Educational Services for Students (ESS)

ESS is an academic support unit within the Student Affairs Division, and is a resource to you and your students.

Sometimes beginning graduate school may be challenging because your study methods from undergraduate school may not be appropriate. And with the additional teaching assistant assignment along with course work, departmental responsibilities and a new university and a new city, you may be struggling with time management.

ESS is here for you if you need to revamp or enhance your strategies for tackling your new, busy schedule. ESS staff members offer confidential, personalized consultation.

ESS also provides the following academic support generally specifically for undergraduates:

- **Peer Tutoring**
  Over 60 peer tutors provide free, individualized support for approximately 90 undergraduate courses each semester or a total of 150 courses per year.

  Students may sign up for 5 free tutoring appointments each week. Tutors and students arrange a convenient time and location. Students use the online scheduling system at [http://tutortrac.case.edu](http://tutortrac.case.edu). Appointments can be made up to 24 hours in advance.

  This past year, undergraduates made over 3,800 appointments and had 99% satisfaction rating for their tutors. And 86% of these students self-reported that they had an A or B in the course for which they were seeking tutoring. This information is significant because many new Case Western Reserve undergraduates will not seek tutoring assistance during their first year because they equate tutoring with unsuccessful students. Therefore, we hope you will encourage students to try Peer Tutoring whether they need just a little or a lot of academic support.
• **Supplemental Instruction (SI)**
  ESS also provides SI sessions for approximately 25 biology, chemistry, engineering and physics courses that first and second year students typically take. SI leaders are undergraduates who have excelled in a particular course and who are hired by ESS to attend the class again, to meet regularly with the professor, and most importantly, and to lead two 90-minute reviews weekly as well as special exam-review sessions.

  Last year, 654 SI sessions were held with a total attendance of 12,900. Again, students gave a positive rating of 96% for the SI sessions they attended.

  The SI schedule is posted on the ESS website:
  http://www.ess.case.edu

• **Individualized Consultation**
  Undergraduate students are often referred by faculty and staff or take the initiative to make an appointment with an ESS professional staff member about time management and study strategies. If you feel that a student could benefit from a confidential appointment, please encourage that student to call 216.368.5230 or stop by the ESS office at Sears 470.

• **Commuter Assistants**
  The Educational Support Services Office also provides extended support to commuter students through Commuter Assistants (CAs). CAs are selected and trained to meet the needs of students living off campus. CAs organize study skills seminars and workshops, act as conduits between commuter students and faculty and administration, and sponsor social activities to enrich the campus community. Rhonda Moore is the Director of Commuter Services. The CAs may be contacted through Educational Support Services at 216.368.5230.

• **Greek Community Educational Consultants**
  The Greek Community Educational Consultants (GCECs) work with the sororities and fraternities on the CWRU campus promoting academic excellence. Each Greek chapter has a scholarship chair who works directly with the GCECs.

  The GCECs are overseen by Wes Schaub, Director of Greek Life.
University Center for Innovation in Teaching and Education (UCITE)

Mano Singham, Director
Baker Building, Room 101
Phone: 368-1224
Fax: 368-0197
Email: ucite.case.edu
Website: http://www.case.edu/provost/UCITE/

UCITE was founded at CWRU in 1994 and seeks to reaffirm and support the idea of the integrated academic life in which both scholarship and teaching are parts of a greater whole. The mission of Case Western Reserve is to be a leader both in discovery of new knowledge and in developing skills and attitudes in our students, which will support a lifetime of discovery and learning. Thus, the central objective of UCITE is to support teaching and learning in its various forms throughout the University, and to seek a balanced campus culture in which teaching and scholarship are highly valued by all faculty, students, and administrators.

Goals
In agreement with this philosophy, UCITE has the following specific goals:
1. Develop and offer new services and programs which enhance learning in the classroom and other teaching settings.
2. Provide incentives and support for innovative teaching and education activities by faculty through grants and fellowships.
3. Support and encourage evolution of the campus culture regarding teaching toward a more balanced view in which teaching and scholarship are equally valued parts of a single enterprise.

Activities and Resources
- Provide services designed to help individual faculty members improve classroom teaching (recording, videotaping, observation, consultation, journal articles, self-evaluation, improved and more frequent student evaluation).
- Hold regular teaching seminar/discussion for new faculty.
- Sponsor seminars and visits by off-campus experts and innovators in education.
- Fund facility proposals for innovation in teaching and education in specific areas.
- Select and award Glennan Fellows.
- Publish periodic reports from the Director, UCITEations, which focus on teaching issues.
• Provide videotape, book, and periodical library resources for faculty use.
• Define specific areas of emphasis, which are important for Case Western Reserve at this time; organize discussion of these topics; and solicit faculty proposals for funding in those areas. Current areas of focus are A) Critical thinking for freshmen; B) Writing and communication skills; C) Use of the electronic learning environment; D) Closer integration of teaching and research.

SAGES

In Fall 2005, SAGES (the Seminar Approach to General Education and Scholarship) became the general education curriculum for all Case Western Reserve undergraduates. Every Case Western Reserve school or college that grants undergraduate degrees—Arts and Sciences, Engineering, Nursing, and Management—participates in SAGES, and the program sequence extends through the entire undergraduate experience.

During the first two years, students complete three interdisciplinary SAGES seminars—a First Seminar in the fall semester of the freshman year, and then two University Seminars. These are followed, in the third year, by a departmental seminar, usually in a student’s major field; and, in the fourth year, by a capstone project demonstrating the intellectual agility and collaborative spirit that SAGES is designed to foster.

The SAGES program places active, inquiry-based learning at the heart of a Case Western Reserve education. Students develop essential communications and research skills over several semesters by participating in seminar discussions, giving presentations, and writing intensively. In the SAGES program, writing is not an isolated activity, confined to a freshman composition course. Instead, students concentrate on their writing throughout the SAGES sequence. All of the seminars—First, University, and departmental—are designated as writing-intensive courses.

As students work to improve their writing, they can obtain assistance from the SAGES Peer Writing Crew, a team of undergraduates who have distinguished themselves as writers in their SAGES seminars. Crew members offer peer tutoring in their Wade Commons office, respond to papers submitted to their electronic drop box, and dispense advice via Instant Messaging. They have also published an online writing guide. For details, please visit the Crew’s blog at blog.case.edu/orgs/sages/.

Especially in their First Seminars, SAGES students explore the vast cultural and scientific resources of University Circle. They attend special lectures and presentations, and pursue research opportunities, arranged through SAGES’ partnerships with major institutions such as The Cleveland Museum of Art, the Cleveland Botanical Gardens, the Cleveland Institute of Music, and the Cleveland Museum of Natural History.
For more information about the SAGES program, visit www.case.edu/sages. If you would like to become a co-instructor in a SAGES seminar, you are invited to read the SAGES Instructor’s Guide; you can find a link to the online version at www.case.edu/sages/fellows.htm/
The Writing Resource Center (WRC) at Case Western Reserve University provides supplemental, discipline-specific writing instruction to students of all levels at the university. Writing consultants work one-on-one with students on a wide variety of projects. Students are assisted with every stage of the writing process—from brainstorming and drafting, to revising and organizing, to sharpening expression. Writing consultants also work with students on issues of mechanics and grammar. The main goal of the Writing Resource Center is to provide writing instruction that ultimately empowers students to become better writers on their own.

Writing Center Hours
WRC hours are 9 a.m. to 4 p.m., Monday through Friday. During the first week of classes, students may begin scheduling appointments at any of our locations through the Writing Center Online scheduling system at http://www.casewconline.com.

Locations
The Writing Center is located in Room 104, Bellflower Hall. (Building 5A on the Campus Map). Satellite locations are also on the 4th floor of Nord Hall, the 1st floor of Kelvin Smith Library, and in the SAGES Café.

Online Tutoring
The Writing Resource Center now offers day and evening online tutoring. To view our online availabilities, go to the site and select “Online Tutoring” from the drop down menu on either the login or the main scheduling screen. You will then be asked to download the whiteboard/chat software, which will enable you and your consultant to view and modify your paper online. (The module may at first take a few seconds to download; after this, the software will load and work very quickly.) Please note that online tutoring sessions are designed to be as interactive as possible, and that appointments must be made at least one day in advance.

If you have any questions, please email writingcenter@case.edu.
Teaching Engineering


http://www.engr.wisc.edu/services/els/strategies.pdf

4: YouTube example: Mechanical Engineering
http://www.youtube.com/v/25hKwrMPgO0&hl=en

5: Tips and Tricks Laminated Cards:
http://www.youtube.com/watch?v=0qQwKz8OijU

6: English Teacher explaining science:
http://www.youtube.com/watch?v=zt9ZuaFbL-Q

7: Ten Principles of Effective Teaching and Practical Examples for the Classroom and Blackboard. Kerns, B, et al.
http://blackboard.bradley.edu/faculty/Recommended_Ef_Use_BB/Recommended_EffUseOfBb.pdf

8: Teaching tips:
http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/teachtip.htm

9: Teaching handbook for international students:
http://ftad.osu.edu/Publications/InternationalHandbook/PDFChapterlinks.html

10: Handbook for effective teaching:
http://ftad.osu.edu/Publications/TeachingHandbook/contpdf.html

http://www.case.edu/artsci/engl/writing/ryanwconline.doc
Online Teaching Resources

We have provided a list of additional online teaching resources from off-campus sites.

- Two comprehensive web pages for teaching – you will find useful tips on every aspect of lecturing, leading recitations, and grading. You should definitely check them out!

  [http://www.temple.edu/attic/docs/tahand03.html](http://www.temple.edu/attic/docs/tahand03.html)
  (Including: start-up ideas, tips on nervousness, motivating students, presenting lectures, leading discussions, constructing tests, student assessment, etc.)

  [http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/teachtip.htm](http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/teachtip.htm)
  (Interesting topics include: first day of class, using questions effectively in class, organizing your teaching, learning theories, dealing with difficult behaviors in class, etc.)

- The Index of Learning Styles is an online instrument used to assess preferences on four dimensions (active/reflective, sensing/intuitive, visual/verbal, and sequential/global) of a learning style model formulated by Richard M. Felder and Linda K. Silverman, with tips on how learners can help themselves. Want to know what your index is? Just take the test!


- Need a nice icebreaker to get your class started? Check out the following nicely categorized links!

  Link to icebreakers used in Adult Education. A few are quite good and some others are more appropriate for informal classes.

  Link to a few good icebreakers broken up by category (basic, introductory, learning names, etc.) that are quite good (the doodle, two truths and a lie, getting to know you questions, etc.)

  Small group icebreakers (good for lab groups of 2-3 people). “Marooned” and “finish the sentence” are good to introduce unfamiliar people.

  [www.businesstrainingworks.com/Icebreakers.PDF](http://www.businesstrainingworks.com/Icebreakers.PDF)
PDF of icebreakers geared towards people past high school.

http://www.wilderdom.com/games/Icebreakers.html
Listing of active icebreakers good for groups in outdoor or active environments. Also has links to other icebreakers on the site.

- Guidelines/templates for preparing course documents will save you a lot of time when you construct your first syllabus/lesson plan:

  Syllabus:
  http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/teachtip.htm#syllabus
  http://gradschool.about.com/cs/teaching/a/teachtip_2.htm
  http://ocw.mit.edu/index.html (Open courseware from MIT)

  Lesson plans:
  http://www.temple.edu/attic/docs/tahand03.html#planning
  http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/teachtip.htm#lessonplan

- Assessment: suggestions about how to assess various activities from class, as well as how to include students’ opinion in this endeavor.
  http://www.ftss.ilstu.edu/additional/assessment.php

- Handling a large class?
  http://www.ftss.ilstu.edu/additional/largeclass.php
  http://www.ftss.ilstu.edu/additional/classm.php

- Other resources:
  http://ctl.unc.edu/tat.html
  http://www.teachingcenter.ufl.edu/ta_development.html
  https://my.wsu.edu/portal/page?_pageid=177,185625&_dad=portal&_schema=POTAL
  http://www.ftss.ilstu.edu/additional/genresource.php

- These sites will help you decide how best to use active learning strategies with your students.
  http://www.crtl.umich.edu/tstrategies/teachings.html
This site is the University of Michigan’s Center for Research on Learning and Teaching and includes a wide range of information, such as assessing student learning, diversity issues, and course design.

http://www.active-learning-site.com/
This website offers some research on active learning strategies.

http://cte.whrdnj.edu/active_learning/active_genearl.cfm
This site offers a thorough overview of resources to define active learning and offer ways to implement this approach.

This site provides a good list of journal articles that provide both background information and specific ways to use active learning in the classroom.
Computer Network and Instructional Resources

Electronic Resources

Case Western Reserve University has developed one of the most advanced and extensive campus electronic network systems in the country. This network is available through fiber optically-wired faceplates in most rooms on campus, including residence hall rooms, classrooms, faculty and staff offices, laboratories and libraries, as well as wireless network access in the Kelvin Smith Library and other areas on campus. Students may use computers in the Plain Dealer Electronic Learning Center (PDELC) in Sears Building, Room 470 (368-3059). Students and faculty can send email, search for texts in the University Library catalog system, view course websites, use centrally held software to write papers or calculate formulas, and search the Internet.

As a Teaching Assistant, you should explore the university’s network resources as teaching tools in addition to discovering how these resources can enhance your research and correspondence. The following sections give some examples of possible uses for the electronic resources in your courses. Please note that these are suggestions for use, not instructions; if you need help getting started, talk to experienced faculty and TAs in your department and/or see the resources listed below.

Instructional Technology & Academic Computing (ITAC)
http://www.case.edu/its/itac

The University Center for Innovation in Teaching and Education (UCITE) in association with ITAC
368-1224
http://www.case.edu/provost/UCITE/index.html
Offers regular workshops in the use of technology in teaching.

Kelvin Smith Library’s CaseLearns program
http://library.case.edu/caselearns/
Offers instruction in computing, from operating system basics to web design to library research strategies.

SAGES Classes by Kelvin Smith Library
http://library.case.edu/ksl/services/libraryservices/infoliteracy/fsrationale.html
TA’s and a faculty member can ask for a special class session to help students get started on their themed projects. Part of the KSL Information Literacy program skills demonstrated in the SAGES class are easily transferred to other classes, and offer a unique opportunity to focus on sources relevant for a course. In Fall 2008, KSL reference staff taught 81 special classes and reached nearly 2,300 students with course-specific instruction.

Call or email William Claspy to plan a special class for students, at 368-3595 or wpc@case.edu

The Freedman Center, Kelvin Smith Library
http://library.case.edu/ksl/freedmancenter/

The Freedman Center has modern technology to inspire you to take your projects to a highly creative level, with scanning, GPS, multi-media, language learning services, and much more. Use the media workstations, edit sound or video, create a podcast in the sound booth. Learn a foreign language on a language learning station equipped with region-free VCR & DVD players.

Library Research Tools

Library research may be conducted using a variety of research tools that are made available to you via links from the Case Catalog at http://catalog.case.edu or from the Kelvin Smith Library homepage at http://library.case.edu Reference staff at all Case libraries are available to get you started on your research and to help you combine electronic journals and databases with printed resources. Talk with Kelvin Smith Library reference experts in a variety of ways, including telephone, email, LiveChat, appointments, and more. Look for the ASKKSL logo to talk with reference staff. You can also arrange a special class session for your students to learn about the library’s resources and search tips. Contact the Reference staff at Kelvin Smith Library at 368-6596 or by email askalibrarian@case.edu

Access to Library Content (Journals, Databases, etc.) from Off-campus or Wireless Computers

Get access to 100% of library databases & journals via your home computer or wireless laptop through the campus VPN Client—a program you can download through the following site: http://help.case.edu/results.php?i=116 VPN works by opening a tunnel to your existing Internet connection and the Case network and assigns you a Case Network address, so all of your Internet activities take place as if you were on the Case Network.

Check your network VPN connection with the convenient Green Light/Red Light on the upper right corner of the Kelvin Smith Library homepage at http://library.case.edu If
you see a red light, you will not be able to access or read the ejournals and other content licensed for your use.

VPN guarantees access to all the content that both Case and OhioLINK, the Ohio academic consortium, license for you. If you do not use VPN, you can access the OhioLINK-only content by using a library PIN and identifying yourself as a Case student. This can be convenient when you are traveling or not using your own computer. Access these resources directly from http://www.ohiolink.edu/ and answer the prompts for personal information and library PIN. For library PIN help, call Kelvin Smith Library at 368-3506. For computer or access problems contact the Case Network help desk at 368-HELP.

Case Catalog Content

http://catalog.case.edu

The Case Catalog provides access to the online catalog of Case Western Reserve libraries and our affiliated libraries. It helps to locate books, journals, documents, videos, and other materials. The Case Catalog also identifies and links to electronic books and electronic journals. Search by author, title, subject or keyword. Access the catalog via the web at: http://catalog.case.edu

The Case Catalog also provides a direct connection to many library services such as the KSL Course Reserves (with links to online reserve papers/chapters from your faculty), RefWorks to manage your paper’s and project’s citations, and ILLiad Interlibrary Loan services that get items for you when you cannot find them at Case or on OhioLINK.

Students also automatically have a library account on the Case Catalog, where you can see everything you have borrowed, renew books online, check for due dates, and see notes about ordered materials and OhioLINK items you have ordered.

Research Databases are organized by subjects so you can go directly to the kinds of databases that will support your topic. Research materials date from the 1600s to today’s newspapers–and both Case and OhioLINK contribute to the large list of databases (nearly 400 databases). Each topic or subject has a folder, and expands to very specific types of information that you might need to explore. Find links to the research database from the KSL homepage in Research Tools, or from the Case Catalog quick link to Research Databases at http://library.case.edu/databases/rdbindex.aspx

OhioLINK Resources

OhioLINK is a cooperative effort of nearly 90 academic libraries in Ohio, the State Library of Ohio, and the Center for Research Libraries in Chicago. Case is a founding member of OhioLINK, which enriches and supplements your research at Case.
contributes collections to the consortium and Case individuals have borrowing privileges online and onsite from the OhioLINK libraries.

The OhioLINK Central Catalog has records for over 45 million items that you can search for and borrow online, from any of the OhioLINK member libraries. When the university’s libraries do not own or have available the books you need, simply toggle from the Case Catalog into the OhioLINK Central Catalog by clicking the OhioLINK icon. Then you can order copies from other Ohio libraries and select any Case Western Reserve library of your choice as the pick-up location, or choose other member libraries that are conveniently located near where you live. Delivery is generally within 4-5 days. With your Case ID card and a Case library account in good standing, you also can visit an OhioLINK library and borrow directly, which can be helpful and convenient when you need something quickly.

The OhioLINK system also provides 200 subject-specific research databases and the specialized electronic collections. The Electronic Journal Center (EJC) has full text articles from thousands of electronic journals Electronic books are also offered through OhioLINK’s Electronic Book Center. Electronic media is available on the OhioLINK Digital Media Center (DMC), and the ETD gives you access to the Electronic Thesis and Dissertation Center.

Electronic Bulletin Boards

Bulletin boards are used most easily within the Case Blackboard system for specific courses. Blackboard’s Discussion Boards provide a forum for exchanging information and discussing course materials in a format that allows for archiving of old messages, searching, and threading, as well as creation of multiple discussion boards for a single course. Similarly, discussion boards can be established and accessed for campus organizations thorough the Blackboard system.

Electronic bulletin boards are useful for expanding class discussion beyond the classroom. By requiring students to post frequently (at least once a week is recommended to keep students active), you can encourage extended discussion of class topics, exploration of related issues, and ongoing debate about course themes and goals. Start by posting a message explaining how often students should post, what subjects are suitable for discussion, and what tone of discussion is acceptable. Students who visit an electronic bulletin board will be able to see all postings and contribute ideas of their own. This is a particularly good way to encourage quiet or shy students to participate in discussion; some students will be less intimidated by a computer screen than a traditional classroom format.

Blackboard also offers an electronic posting system for assignments, a course-specific email system, and grade book.
For additional information on creating and using an electronic bulletin board within Blackboard, contact the following sources:

The office of Instructional Technology & Academic Computing
368-8600
http://www.case.edu/its/itac

The University Center for Innovation in Teaching and Education (UCITE)
368-1224

There is also a public forum available at http://forum.case.edu that allows you to post just about anything to the general public, but please follow the posting rules. Student Internet Services or the SIS has made this forum available.

A wiki and a blog open to the general public can be accessed at:
http://wiki.case.edu

Finally, wiki and blog capability are both in the Blackboard system, which provides a more guarded way to use these tools. Only students enrolled in the course can access and use these applications to read and submit entries in the Blackboard course site. For more information on using these tools in Blackboard contact the office of Instructional Technology and Academic Computing at http://www.case.edu/its/itac

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**Student Research on the Internet**

The Internet offers information resources far beyond Case Western Reserve. Your students may take the initiative to research class topics using the web, or you may choose to assign them to do so. While many websites offer up-to-date, reliable information and graphics that are difficult, if not impossible, to find elsewhere, be careful. Many sites are unreliable, poorly documented, or misleading. If your students use the Internet for research, take time to teach them not only how to find information (which they may already know), but also how to evaluate the sources of the information they find. Consult with the appropriate style guides for your discipline to discover how to document information obtained from the Internet. Explain to your students that information from the Internet might not only be inaccurate and unreliable but also that it does not necessarily overlap with what books and periodicals in the University Libraries contain. A search on the Internet should not substitute a review of the library’s holdings.
Software Center / Software for Teaching

The Case Western Reserve Software Center
http://softwarecenter.case.edu
An online resource containing a number of applications for classroom and other academic use. All current students, faculty, and staff can download programs for use on their own computers. Available software includes Norton Antivirus, Microsoft Office, Adobe Acrobat, CodeWarrior, Mathematica, Matlab, Adobe Photoshop, and Macromedia Studio.

A growing number of faculty use software packages obtained from the network for their teaching, either by requiring students to use specific applications, such as Mathematica, to complete course assignments or by connecting a computer to the classroom’s faceplate and using software during class. This can be very effective with technical programs such as those used to visualize and analyze complex structures or dynamics in chemistry, biology, or physics.

Email

Electronic mail is possibly the simplest, easiest tool to use on the Case network; it can also become one of the most indispensable tools, as you speed up interdepartmental communications and exchanges with students. Through email you can join mailing lists devoted to research in your discipline or your specialty, receive and send notices of conferences and calls for papers, and keep in touch with friends and colleagues at other institutions in the United States and abroad.

Many professors keep mailing lists of their students. These are useful for sending out study questions, general class problems and their solutions, or notices of new readings or recent developments pertaining to your subject. A wide variety of email programs such as Outlook or using Yahoo’s, or Google’s mail systems, make it easy to maintain aliases of students in your various classes and update them as needed.

You can also use email to sustain a general correspondence with students who need it. Often students will find email the most convenient way to alert you to questions about the material or seek help with specific assignments. If you need to arrange a meeting with a student, you may be able to make first contact with email rather than by the telephone.

You are assigned a network ID by the University (e.g. axb13) and an email address consisting of your first and last name, all official mail and announcements will be sent to your firstname.lastname@case.edu mail address. If you choose to use a different email address, make sure you forward your @case.edu account to your preferred
address so that you do not miss any special University notices or email that others might send to your University email address.

As an added benefit, using email may make you seem more approachable. Many students who would feel intimidated phoning or visiting your office to ask a question might be more comfortable sending you an informal message via email.

**Information Technology Services (ITS)**
The ITS Help Desk provides complimentary 24/7/365 service and support. Two walk-in centers are also available on campus for in-person care and assistance. Help.case.edu or 368-HELP.

**A Final Word on Electronic Resources**
As a final consideration, be careful, as over-reliance on computerized systems can be dangerous.
The vast amount of information available may overwhelm your students (and you); the ease of email communication may cause you to misjudge how much time you spend reading and responding to messages; and the habit of turning to computerized systems may imply that research and study tools that are not as technologically exciting are also less valid.

However, used properly, electronic resources available at the university can enhance your teaching and your students’ learning. As you plan your course and your individual class sessions, ask yourself what the real usefulness of any tool will be—computerized or not. Thoughtful use of search tools and communication devices available via Case Network can give your students necessary pre-professional experience, as well as knowledge. By using Case Networking in your courses, you can teach your students discernment and critical thinking skills. Make the most of your opportunities by making the most appropriate use of these resources.