

Dr. Christa Hinton's Steps to Success at SNL Online

Dr. Christa Hinton is currently an Assistant Dean in the Kellstadt Graduate School of Business at DePaul University. Her primary focus is managing a team of talented career professionals in the Kellstadt Career Management Center. Since joining DePaul in 2001, Christa has grown the department to serve the career needs of both MBA and MS students through a wide range of job search and networking programs and online tools.

As a prior business owner and DePaul MBA graduate, Christa lends advice and support to the MBA Association, Graduate Women in Business, the Kellstadt International Student Advisory Board and the Kellstadt Student Advisory Board.

Recently earning a Doctor of Education (Ed. D.) degree, Christa's research interests include exploring the relationships between employability and levels of hope as well as how motivation affects career development.

Christa teaches Essentials of Training and Integrated Marketing Communications for SNL Online.

3 steps that may be helpful for students to succeed at SNL Online:

1. Be proactive and organized.
2. Set up a daily schedule to check in with the class.
3. Clarify points with the instructor and classmates in the Q&A section of the discussion area.

The first step for success is to be proactive! During Preview Week (the week before class begins), log in to D2L and explore how the class works, review the assignments and organize your assignment due dates in your calendar. Order the book and download the articles for the class. If you have ANY questions about the class during Preview Week, email your instructor for clarification. If you are proactive and organized before the class begins, you will be ready to go on the first day the class goes live.



Dr. Christa Hinton

The second step for success for an online student is to set up a daily routine of logging into D2L and checking in with the class. Set aside about 30-45 minutes per day to log in, read the discussions, contribute thoughtfully to the discussions and read anything that your instructor has posted. When you get into the habit of checking in on a daily basis, you will know what is happening in the class and how to contribute in a way that demonstrates your mastery of the competences.

Lastly, it is important to clarify things that you do not understand/have questions about with the instructor. I recom-

mend doing this in the Q&A section of the discussion area so that others can benefit from your questions/answers and you can learn from your classmate's process as well. This helps make the class seem more like a group of people headed in the same direction – much like an in-person class. Students can answer their classmates' questions in the Q&A discussion too, and this contributes to a feeling of camaraderie amongst the class. Feeling like you are part of the class keeps you interested and focused – both essential elements of success.



Summer Quarter at SNL Online

Registration for Summer Quarter is now open. For a listing of SNL Online Summer offerings visit <http://snlonline.depaul.edu/Current/summercourses.asp>

Important Dates for Summer Quarter

Friday June 14th: Tuition Due for Summer Quarter

Sunday June 23rd: Last day to add classes for Summer Quarter

Sunday June 30th: Last day to drop classes with no penalty

Monday July 1st: Grades of "W" assigned for classes dropped on or after this date. Last date to select Pass/Fail option

Friday August 2nd: Last day to withdraw from Summer Quarter

SNL Commencement

Are you graduating this coming June? If not, are you close to graduating? You can graduate each quarter, but must meet each of these criteria to apply:

- Have scheduled or successfully completed your Final Committee Meeting by May 3rd for spring graduation or by July 12 for summer graduation.
- Have registered for and either passed or are in the final stages of completing LL 302 Externship, FA 303 Advanced Project, and LL 390 Summit Seminar.
- Grade point average of 2.0 or above. Unsure if you qualify? Visit <http://snl.depaul.edu/StudentResources/Graduation/index.asp> to complete the Graduation Eligibility and Commencement Participation Self-Assessment.

For future graduation deadlines visit <http://snl.depaul.edu/StudentResources/Graduation/index.asp>



SNL Alumni Art Exhibit

The SNL Alumni Art Exhibit is housed at the Oak Forest Campus of DePaul University. The exhibit includes work from 27 SNL students, but grows every year. Pieces from the exhibit travel to the Lincoln Park Campus every spring for inclusion in the University-wide Student Art Exhibit. All work displayed is the result of some aspect of SNL course work. Represented courses include: Externship, Art in Everyday Things: Papermaking, and

Advanced Elective: The Italian Renaissance. Some of the pieces included also come from the SNL Art Share program, are artifacts from travel courses, and some even represent ILPs in the A2 competence area. The exhibit can be viewed any time the campus is open.

If you have questions or would like a guided tour, please contact Betta LoSardo at blosardo@depaul.edu

Drop-In Registration Advising

SNL undergraduate Academic Advisors will be available for Drop-In Registration Advising. Stop in and meet with an advisor to complete your registration during the week of May 20th if you are in the Chicago or suburban area. For times devoted to each campus visit http://www.snl.depaul.edu/Notifications/Events/Drop-In_Advising.html.



New SNL Online Classes in Summer

HC 253 Family Life: The Past, Present, and Future of Families

In history, families have been defined as mother, father, and children. In our current experience, more families differ from that model than comply with it. Family structure is evolving. Missing fathers, Single parents, and Blended families are only a few of the changes to the family structure that have occurred with some significance beginning in the 1950s. What influences family structure? Do economics and education make a difference? Are race and ethnicity important factors? What about gender, personality and religion? Is the two parent family necessary? What role do grandparents and great grandparents play in the changing family? Perhaps the most important question we can ask about the family is what comes next. What are the many ways in which families might be redesigned in the future? How do these changes impact individuals in society? Competencies: H4, H3X, A3A, FX. Course will be taught by Kenya Grooms.

LL 250 Foundations of Adult Learning: Developing Personal and Professional Identity

In this required course, students use structured reflection and analysis to assess themselves as learners, write learn-

ing goals, do preliminary research in their focus area, meet with their mentor, establish an academic committee and plan the remainder of their undergraduate program. They master the notion of competence and identify ways of achieving it through prior and future learning. The course includes organizing a portfolio that will be an ongoing resource to support and document students' accomplishment of their learning goals. Students should take this course early in their program so they have a clear pathway to graduation. This course satisfies two competencies and carries four hours of tuition credit. Competencies: L2 (Foundations) and F1 (Focus Area Planning). Courses will be taught by Fred Wellisch & Joe Chen.

LL 103 Independent Learning Seminar

Students will analyze prior experience and identify ways it applies to requirements for competence. Through this process, they will develop the ability to report learning that advances them as SNL students and also applies to their continuing career progress. Students will complete the course able to present for credit prior or current independent learning. Completion of course includes a no cost ILP submission. Competence: L1. Course will be taught by Gretchen Wilbur.

LL 302 Externship – Spirituality- Balancing your Demanding Life

This course affords students the opportunity to develop simple quick habits that can transform their perspective toward and ease the stress in their day-to-day lives. Students will use personally designed practices in the areas of spirituality and leisure to help bring balance to their lives. In addition, students will use multiple learning methods allowing them to strengthen those methods with which they are least familiar. In this interactive class, reading, small group work, video, guided imagery, journaling, practices and reflection papers will enable students to articulate and demonstrate understanding of the competencies. Integration of the concepts and practices learned will allow students to remain centered in the midst of our very busy, multitasking lives. Competencies L10 and L11. Course will be taught by Mary Jane Dix.

Need Ideas and Examples for Your Advanced Project?

Advanced Projects typically include a product and a substantial research paper. Students work on their Advanced Projects with their professional advisor (PA) and faculty mentor. Advanced Projects are the culmination of the student's work in his or her focus area. Students submitting APs have three to four writing tasks:

- Advanced Project Worksheet
- Advanced Project Proposal & Contract
- The Research Paper

Is Advanced Project coming up in your near future here at SNL? If you need some guidance as to finding ideas or would like examples of projects, visit: <http://snl.depaul.edu/writing/Advanced-Projects.html>

Spanish Speakers Can Earn H1G Competence Credit

Are you fluent in Spanish? Attend an assessment session for an Independent Learning Pursuit for students who can communicate effectively in Spanish.

Students who demonstrate fluency in Spanish by participating in a two-hour dialogue will be assessed as meeting the H1G competence (Can effectively speak or write in two languages) as an Independent Learning Pursuit (ILP).

Students must demonstrate mastery of this competence through an in-person assessment of conversational Spanish. If you reside in the Chicago area, this takes place at SNL Loop Campus offices, suite 1400, 14 E. Jackson Blvd., on Friday, May 3, from 5:30 – 7:00 pm.

You must have completed Foundations of Adult Learning (FAL) by this date to participate in this session.

To register, send an email by April 26th with your name, Student ID#, faculty mentor name, and preferred phone number to snlassessment@depaul.edu. You will receive a confirmation.

You will be charged a fee of \$150 upon registration.

Faculty Accomplishments

Vera Dolan discusses in an upcoming webinar for Penn State University the latest research findings as well as noteworthy published opinions (e.g., stakeholders' blogs, interviews, etc.) regarding the positive and negative aspects of Massive Open Online Courses (MOOCs). In her presentation Dolan also draws on her firsthand experience as a learner in this relatively new educational environment. With MOOCs still in their infancy, much knowledge remains to be gathered on the true value of what has become a phenomenon in distance education. Do MOOCs deserve to be celebrated as the innovative darlings of higher education? Such courses can easily gather 50,000-plus participants in a single classroom environment – illustrating what Lane and Kinser (2012) call the McDonaldization of Education. With such high enrollment numbers, any customized feedback from the courses' nominal experts seems unlikely. In addition to reviewing the pros and cons of MOOCs being explored by scholars, Dolan raises a concern arising from her own experience: students' posts are often never acknowledged by anyone and merely create volume in the discussion threads. Feelings of frustration and isolation among MOOC participants have already been widely reported, both in formal research and via social media. Within such large groups, students who crave validation for their ideas might easily conclude that what they have to say is unworthy of feedback. This leads Dolan to a further important question: Does a lack of response from MOOC instructors have the potential to affect learners' self-esteem and consequently their ability to enjoy rewarding educational experiences? This is a troubling issue that she believes must be explored in future research.

Don Opitz recently published: "A Triumph of Brains over Brute: Women and Science at the Horticultural College, Swanley, 1890-1910," *Isis* 104 (March, 2013). Online access through DePaul Libraries is available at <http://www.jstor.org/action/showPublication?journalCode=isis&>. In this article he examines how the world's first horticultural college, established in Britain in 1889, crystallized a transformation in the gardening profession in which new science-based, formalized study threatened an earlier emphasis on practical apprenticeship training, with the effect of opening male-dominated trades to women practitioners. By 1903, the

college closed its doors to male students, and new pathways were forged for women students interested in pursuing further scientific study. Resistance to the horticultural college's model of science-based, women's horticultural education positioned both science and women as contested subjects throughout this period of horticulture's expansion in the academy.

David Simpson is currently working on an article on Blaise Pascal, the 17th-century French philosopher, mathematician, scientist, and religious writer. Pascal invented the first mechanical computer and was a pioneer contributor to the fields of projective geometry, hydrostatics, probability theory, and decision theory. The article is due to be published in the *Internet Encyclopedia of Philosophy* (<http://www.iep.utm.edu/>) next fall. David has previously written philosophy articles on Sir Francis Bacon, Sir WD Ross, Albert Camus, and the Roman poet Lucretius.

Pat Acerra is now Executive Director for the International Voices Project, in addition to her work at SNL. This large festival champions the work of global playwrights by creating opportunities to experience new and contemporary international plays in urban settings and on stages throughout Chicago. All performances are at 7:30 PM. Each event is free and open to the public, reservations are strongly encouraged, and can be made at www.ivpchicago.org or by calling 773-250-7055. For further information, call 773-250-7055 or visit <http://www.ivpchicago.org>.

Arieahn Matamonasa has been awarded the Wicklander Fellowship from Institute for Business and Professional Ethics

Isidore A. Udoh, Ph.D. has focused his work the past decade on researching strategies for fruitfully educating adults against HIV/AIDS in vulnerable communities around the world, particularly in South Africa and Nigeria, where the burden of the disease is greatest. He has researched the nexus of globalization, inequalities, conflict, and disease among marginalized and distressed communities in Nigeria, where he is also adapting evidence-based models of conflict analysis for peace building and development.

Seeking to promote emancipatory and transformative strategies that support the struggles for social and environmental justice by impoverished women, youth, and farmers, he has developed short in-

terventions that aim to provide organizing and advocacy skills and prevent intra- and inter-group conflict in the heavily polluted, impoverished, and volatile oil-rich Niger Delta of Nigeria.

Melissa Koenig, Associate Director of FITS and part-time SNL Faculty member, who participated in the National Age Group Short-Track Speedskating Championship March 15-17 in Omaha, Nebraska. She came in first place in both the 1,000-meter and 1,500-meter races and second in the 500-meter event en route to being named the Masters 40-49 Ladies Age Group National Champion. Congratulations Melissa!

Caroline M. Kisiel presented a paper entitled, "A Tale of Three Technologies – Immediacy and Distance in the Adult Body Learner" in January 2013 at the "Body and Technology: Instruments of Somaesthetics" conference, hosted by Florida Atlantic University. Her research focused on the demands and benefits of technology in three online learning contexts: asynchronous online education, synchronous online improvisation workshops, and digitized historical research. Within these arenas she explored differences among adult learners with varying learning styles, work demands, and technological adaptability, how individuals experience either immediacy or distance when using technology, and how understanding these contexts and approaches may open new possibilities for successful learning exchanges in online contexts.

Ty Khademan writes: How I "work my Butt Off" for SNL Online. Anybody who teaches a class online knows it is sedentary work and very time consuming. Some of my peers even report that pain is common from sitting hunched in front of a screen for several hours a day and weight gain is another a hazard of the job. So, I fabricated a "Walk Station" where I spend several hours a day burning calories, by walking slowly on a treadmill, while teaching online. While the idea of merging a desk and treadmill was not mine, as far as I know, this "Walk Station" that I fabricated is an original name that aptly describes my work-from-home contraption. The proposed article will describe how this DIY contraption revolutionized my sedentary regime of teaching online into several active daily teaching sessions which allows me to log up to five miles a day on my treadmill mounted work station.

Need Assistance With Your Writing?

For students living in the Chicago area and beyond...did you know the following resources are available to you as a student at DePaul through the University Center for Writing-based Learning (UCWbL)?

Suburban Campus Writing Groups

These workshops meet each Saturday at the O'Hare and Oak Forest campuses from 10:00-11:30am and at the Naperville campus from 1:00-2:30pm. The groups are facilitated by Peer Writing Tutors, and are open to any member of the DePaul community and any type of written work. No appointment is necessary.

AP/ILP Forums

These forums allow SNL Writers to discuss their AP and ILP projects with other students, Writing Tutors, SNL faculty, and a research librarian. Because writers at all stages of their projects are welcome, these forums are great opportunities to share tips and get advice about these critical components of the SNL program. Forums meet at the Loop, O'Hare, Naperville, and Oak Forest campuses. Register for upcoming workshops at <http://condor.depaul.edu/writing/what/workshops.html>

Creative Writing Groups

Writers can give and receive feedback on fiction, poetry, or any other creative writing. Our popular group The Writers Guild meets on Thursdays from 4:00-6:00pm in McGaw 203. A number of Writers Guild members have recently had work published and the Guild also hosts the popular reading series Aloud! each quarter in the DePaul Student Center. No appointment necessary.

Writing Groups by Request

Students, faculty, staff, and alumni are invited to create their own "mobile" Peer Writing Groups and meet weekly at a time and a place on or off campus that is convenient for them. The UCWbL will provide a Tutor to meet with the group and will help foster the discussion between writers.



Need help with writing, but cannot come to a DePaul campus?

If you are an online student and don't live in the Chicago area, or would like assistance remotely, the following services are available:

Written Feedback

These are the most popular online appointments. A writer simply uploads a draft of a work in progress at <http://condor.depaul.edu/writing/what/Writing%20Center/wc.html> and picks a time for a tutor to read and respond to it. During that time block the tutor responds to the piece and then the comments and feedback are sent back via email shortly afterward. This is a great option for busy people who might have a hard time making it into the actual Writing Center or meeting online at a specific time. Minimum 60 minute appointment.

Online Appointments

These are live two-way appointments where you can share a document on a screen with a live tutor during a specified time and communicate by either chat window or webcam. This lets you meet "face-

to-face" digitally with a tutor in realtime. Minimum 60 minute appointment.

Chat with a Tutor

Chat with a Tutor is for when you have a quick specific question that can be answered in just a minute or two. You can launch a Chat with a Tutor session directly from the UCWbL's main page instantaneously by typing "hello". Super fast response, and no appointment needed.

Multiple appointments

Many students choose to start an recurring series of appointments with the same tutor and work through a series of assignments or even larger pieces of work like term papers, research papers, Advanced Projects or Independent Learning Pursuits. In these cases, the work is spread out over several pre-planned appointments. Generally a tutor can handle 8-10 pages of feedback per hour and any writer can schedule up to 3 hours per week of tutor help.

Head over to <http://www.depaul.edu/writing> to get started!

