

*THE HORIZON—*  
**VITERBO UNIVERSITY'S FACULTY DEVELOPMENT NEWSLETTER**

*Message from the Director, Theresa Moore*



Greetings and happy new year! I am happy to share this issue of *The Horizon* with you as we look forward to an exciting Spring semester.

Please recall that there is a new Learning Commons which is located on the 2nd floor of the Library, room 248. This space has a podium computer with projector, a SMART-board, eight Dell desktops, and ample writing space. Feel free to come by to use the space and/or if you have any questions for myself or In-

structional Technology Specialist, Isaac Kulka. Our room numbers within the lab are, respectfully, MC 244 and MC 246. Come for a visit or make an appointment with us to discuss teaching and learning

I would also like to take this opportunity to remind you that I am available to observe any of your classes and/or work on developing active learning projects that you might like to design for your classes. After we work together, I will send you a write up of my observation with some recommendations and invite you to meet with me to talk about the visit. Please know that the visit and the write up are confidential and I do not share this information with anyone.

If you wish to share the observation letter with your Chair or Dean, you certainly may, but I correspond directly with you in this process.

If you have any questions about our services in the Learning Commons, please don't hesitate to call or come by. I can be reached by phone at 796-3392 or by email: [trmoore@viterbo.edu](mailto:trmoore@viterbo.edu). Isaac can be reached by phone at 796-3867 or by email at

[igkulka@viterbo.edu](mailto:igkulka@viterbo.edu)

I look forward to seeing you and working with you this semester!

Regards,

*TR Moore*

Theresa R. Moore, Ph.D.

**FACULTY DEVELOPMENT  
GRANTS MONEY UPDATE**

2009-2010 Faculty Development grants monies funded as of January 4, 2010: **15,400**

Number of grant requests funded: **23**

Budget for Quarter 3: January 10 -March 31: **27,900**

For a detailed listing of awardees and their presentation topics and venues, please visit us on the web at:

<http://www.viterbo.edu/facultydevelopment/>

Please contact me directly if you have any questions about applying for a grant.

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***Faculty Development Workshops this Spring—See you there!***

Here is the Spring faculty development workshop schedule. Please recall that all workshops take place from 3:30 –4:30 on either Tuesdays or Thursday. Rooms are TBA at this point. I will send out email reminders with details and descriptions of the workshops as the dates approach and ask for RSVPs. You may drop

by if you have not RSVPed, but I just ask to get a sense for how many handouts to make, if appropriate.

**January 21—**

***Writing Circle Ideas to Enhance Productivity***

**February 16—**

***The Promotion and Tenure Process***

**March 23—**

***The Generation Gap: Implications for Teaching and Learning***

**April 20—**

***Developing a Scholarship of Teaching and Learning Research Project***



Liza Ware, Ph.D., Assistant Professor of Psychology

### *New Faculty Profile: Liza Ware, Ph.D.*

**Fun facts about Liza:**

- \*I love bacon. Anytime, anywhere, and on anything.
- \*I work out every day--yes, every day.
- \*I probably spend way too much money on shoes and clothes.
- \*I am saving up for a trip to South America.
- \*I grew up in a house full of pets--we had 4 dogs, 7 cats, 1 bunny, 1 horse, and a few hamsters at our peak. I now have zero pets!
- \*I like almost any kind of music, but my faves are jam bands & indie rock.
- \*I am not embarrassed to admit that I have a penchant for celebrity gossip and reality T.V.
- \*I love the Oregon coast.
- \*I love Italy the best of all places that I have been.

I was born and raised the Chicago area and have lived in various parts of the Midwest for most of my life. I went to Reed College in Portland, Oregon and lived there for 5 years. Although I loved the Pacific Northwest, I headed back to the Chicago area to attend graduate school at Northwestern University. After completing my degree, I headed to Ann Arbor, Michigan for a three-year postdoctoral position at the University of Michigan. And now, of course, the latest stop on my tour of the Midwest is La Crosse.

I completed my bachelor's at Reed College in Portland, Oregon and majored in psychology. I have always had an interest in teaching and working with children in some capacity. I was originally interested in studying psychology either as a means of delving into early childhood or elementary education or as a means of pursuing work with children with behavioral disorders. However, during my time at Reed, I became interested in cognitive psychology--the study of mental processing, including how people perceive, learn, remember, and think. As I began to consider my options for graduate education, I decided to merge my interests in early education with my interests in cognition. I completed my Ph.D. in Cognitive Psychology at Northwestern University,

specializing in cognitive development. The field of cognitive development explores the development of mental processing capacities, with both the goal of understanding how children think and the goal of uncovering the basic elements that comprise mature, adult-like cognition. In my research, I study the development of object perception, cognition, language, and conceptual knowledge. Specifically, I study how children learn to organize the world into coherent categories (e.g., dogs, bears, cups, balls, trees, and so on) and determine which properties are tied to category membership.

To explore this, I study how children use both perceptually-obvious features (e.g., shape, color) and deeper conceptual properties (e.g., insides, causal properties, functions) to perceive, interact with, categorize, and make inferences about objects. I am particularly interested in studying the unique influence that functions and properties with causal implications have in shaping children's and adults' concepts. My research reveals that young children are building a rich understanding of the world, but my work also highlights the importance of experience and development in helping children to build more elaborate frameworks for reasoning about the world. My findings provide

insight into the nature of early cognition and have important implications for understanding knowledge acquisition in everyday contexts and educational settings.

I have taught Developmental Psychology and Learning and Cognition at Viterbo and my first year I also presented a poster entitled "The Influence Of Learning About Causal Vs. Non-Causal Relations Between Shape And Function On Children's Categorization" at the VIth Biennial Meeting of the Cognitive Development Society, San Antonio, TX. I also have a co-authored article in press entitled *Form follows function: Learning about function influences children's learning about shape. Cognitive Development*.

One quality of La Crosse and the Coulee Region that is particularly appealing to me is the vast array of outdoor activities that one can partake in here. I enjoy hiking and taking scenic drives, and there is definitely no shortage of venues for either of those activities here. I have also very much appreciated the kindness and welcoming nature of the people--both at Viterbo specifically and in La Crosse as a whole.

## *Sabbatical Musings: Debra Daehn Zellmer*

Sabbatical literally means a “ceasing” or a rest from work. The concept of sabbatical has a Biblical base. In Genesis, God rested or “ceased” from his labor of creation. In Leviticus there is a reference to “desist from working the fields” in the seventh year, giving foundation for sabbatical to last up to a year. More recently “sabbatical” has come to mean an extended absence in one’s career to achieve something.

So, what have I done while on sabbatical? The short answer is that I have devoted time to both research and study. I have worked on 3 different research projects. First, I fine tuned an article that I co-authored my colleague Jennifer Anderson-Meger and have subsequently submitted to the journal *Social Work and Christianity* reporting the findings of a study we conducted regarding the religious beliefs and help-seeking behaviors of rural Midwestern churchgoers. The second project was a continuation of the research I conducted last year in conjunction with my D.B. Reinhart Research Fellowship on the use of criminal background checks in social work education. I completed further data analysis and have submitted an article to the *Journal of Social Work Education*. I will be presenting this paper next March at the Annual Meeting of Baccalaureate Social Work Program Directors.

The third research project I am working on with colleagues from two other universities. Through case scenarios with religious issues imbedded, we are studying the influence of student’s religious values on social work practice decisions. We are also presenting this research at the Association of Baccalaureate Social Work Program Directors Meeting and hope to produce an article to submit for publication. I have read over XX articles on religion and social work practice in preparation for writing the literature review for this paper.

My sabbatical also has also involved study. I have been reading about Catholic Social Teaching and evaluating a curriculum developed by the University of St. Thomas Social Work Program that incorporates Catholic Social Teaching into social work education. Catholic Social Teaching and social work are very complementary and these teachings expand the social justice lens of the social work profession. I will be integrating aspects of Catholic Social Teaching into my Introduction to Social Work and Social Welfare Policy courses as a perspective that enhances and informs decisions about social work practice for social justice.

It has been luxurious and intellectually stimulating to engage in these studies; luxurious in that I could

allow myself to be distracted and side tracked and stimulating by being able to immerse myself in the professional literature and research process.

Rest is also part of sabbatical and I spent many hours well into November kayaking, gardening and reading for pleasure. I must admit that my sabbatical did not evolve exactly as I dreamed it might - travel abroad, more leisure time with my husband - the reality of life always has its way of intervening. But it has been wonderful to spend extra time with my extended family and live day to day at a more leisurely pace!

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## *Spotlight on Student/Faculty Research: Anita Wood, MBA and student Bojan Dzikov, CIS major*

Professor Anita Wood and her advisee Bojan Dzikov will present results of the collaborative research study they conducted in summer of 2009 entitled “Social Networking Technology: Impact on Communication and the Use of Technology” at the MBAA International Conference in Chicago, IL in March. Here are is an overview of their research questions and findings:

*Social networking has changed in recent years due to the use of web based technologies, including applications such as instant messaging, Facebook, Twitter, LinkedIn. This paper investigates the effects of social networking and technology on everyday communication and socialization, and how these technologies have changed the way of communication between individuals and organizations. It addresses the perspectives of personal as well as professional uses of social networking technology.*

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Debra Daehn Zellmer,  
ACSW, CISW  
Social Work Program  
Director

***Learning is an active process. We learn by doing. Only knowledge that is used sticks in your mind.***

***- Dale Carnegie***

## Spotlight on Faculty/Student Research, Cont.

Learning Commons  
Viterbo University  
900 Viterbo Drive  
Murphy Center 248  
La Crosse, WI 54601

Phone: 608.792.3392  
Fax: 608.796.3050  
E-mail: [trmoor@viterbo.edu](mailto:trmoor@viterbo.edu) or  
[igkulka@viterbo.edu](mailto:igkulka@viterbo.edu)

### WE WANT TO HEAR FROM YOU!

IF YOU WOULD LIKE TO CONTRIBUTE CONTENT FOR THE NEXT EDITION OF THE HORIZON, WE ARE ESPECIALLY INTERESTED IN HEARING ABOUT FACULTY-STUDENT RESEARCH PROJECTS. HOWEVER, ANY CONTENT RELATED TO YOUR TEACHING OR SCHOLARSHIP IS ALWAYS WELCOME. PLEASE CONTACT THERESA MOORE FOR MORE DETAILS BY THE LAST WEEK OF MAY. THANK YOU!

### FACULTY DEVELOPMENT COMMITTEE MEMBERS 09-10:

THERESA MOORE  
*EX-OFFICIO, CHAIR*

JUDY ANDERSON  
*NURSING*

FRANK LUDWIG  
*THEATRE*

JO ANN MARSON  
*BUSINESS*

MICHAEL SMUKSTA  
*HISTORY*

WILLIAM STOBB  
*ENGLISH*

ED WENZEL  
*EDUCATION*

*It addresses the perspectives of personal as well as professional uses of social networking technology. The hypothesis investigated is that there are negative aspects of social networking technologies as a means of communication. Questions answered include:*

*1) How are people and organizations currently using existing social networking technologies to communicate on a personal and professional level?*

*2) If any, are the negative aspects caused mainly by the method (technology) used, or are they more a result of the way people are communicating with each other?*

*3) How much value does social networking provide an organization?*

*In order to collect information regarding this research topic, we used a variety of different internet sources, scientific/scholarly articles, surveys, and interviews with local and international experts.*

*With the survey, we were able to reach 68 individuals in our local community and 113 individuals worldwide, members of SAP Business Objects, NBRM (National Bank of the Republic of Macedonia), members of the Viterbo University MBA Program, as well as students from USA, Canada and Europe. The survey gave us a better picture on how users understand and use social networking technologies as part of their life.*

*Another important phase of*

*the research was conducting interviews with experts in the field. For this phase of the research, we used social networking mediums, email, and telephone. At the end, we did a comparison on the quality of information gathered from the three different mediums.*

*Our findings reveal that the use of social networking by both individuals and organizations has mainly positive effects on communication and socialization, but there appear to be concerns for the impacts on security related issues. Technology has not changed the concept of social networking and how people communicate with each other on a personal level. What it has changed is the amount of communication and convenience of maintaining communication.*

*Users are allowed to maintain communication with each other using cost efficient technologies, such as blogging, voice over IP (VoIP), audio/video conferencing, instant messaging, while at the same time maintain a lot more personal communication, by exchanging personal pic-*

*tures, videos, and similar personal information.*

*Organizations have the ability to be more efficient, more effective, and reach a greater number of customers or potential employees by using the same technologies. In fact, organizations appear to have experienced the most change in how communication is conducted due to the use of the social networking technologies by customers and employees. This impacts the organization's strategy from both an information technology perspective and marketing and strategy perspective. A big area of concern is security of information flow, which requires further research. With the rapid development of the internet technologies, the researchers foresee that social networking may pose a significant threat to trade secrets, and also to an already overloaded internet network. However, the literature states there are also tradeoffs to limiting the use of social networking technologies.*

### Technology Update from the IIT Department

#### Streaming Video:

Video digitization services are now available to instructors through Viterbo's Copy and Media Center. This service is used to create short digital video clips from commercial or non-commercial VHS tapes or DVDs. These clips may then be linked to Blackboard, where students can access course-specific video content online.

#### Adobe Connect:

Viterbo University is searching for instructors interested in piloting a new online meeting service known as Adobe Connect. This

service provides instructors and students with an online meeting space where they may engage in voice conversations and present documents to one another in real-time. A limited number of Adobe Connect accounts will be made available to instructors this Spring. If you are an instructor at Viterbo who is interested in learning more about streaming video and/or piloting this Adobe Connect, then please contact Isaac Kulka at [igkulka@viterbo.edu](mailto:igkulka@viterbo.edu).