



CENTER FOR  
TEACHING EFFECTIVENESS

212 Gore Hall  
University of Delaware  
Newark, Delaware 19716-1106  
Ph: 302/831-2027  
Fax: 302/831-2029

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It is my pleasure to write in support of Mr. Chris Lepine, who has asked me to serve as a reference on his behalf. I have known Chris in my capacity as teaching consultant at the University of Delaware's Center for Teaching Effectiveness (CTE), a unit dedicated to the enhancement of learning and teaching. My professional interactions with Chris resulted from his graduate assistantship appointment as instructional designer with the PRESENT, the University's teaching with technology center. I had contacted the PRESENT for assistance with the WebCT delivery of a new graduate program in higher education teaching certification. Specifically, I was interested in developing a pedagogically sound template for online course delivery. Since Fall 2003 Chris has provided expertise, assistance, support, and resources on multiple aspects of the program. Specifically, our professional interactions focused on four areas: (1) instructional design of online course materials, assignments, and activities; (2) explanation and modeling of WebCT tools; (3) design of teaching with technology unit; and (4) design of electronic teaching portfolio template. I will elaborate on each area in the following paragraphs.

Chris brings extensive knowledge to the design of online instruction and has provided critical assistance in framing the online course delivery. He approaches his work collaboratively and with great care. For example, Chris presented various options for delivering a graduate course in WebCT, then, based on discussion and feedback, finalized the design rooted in instructional objectives and effective pedagogy. His work style is characterized by high quality, attention to detail, and efficiency. He welcomes feedback and incorporates it ably. As I was unfamiliar with WebCT as a course delivery system, I found Chris's guidance central to an effective first-time course delivery.

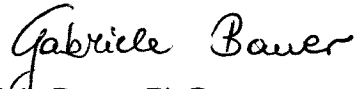
In addition, I valued Chris's thorough explanations of the WebCT system as well as specific online tools. He effectively modeled the instructional use of online tools to help me see how I may incorporate them in the course. For example, we worked in depth with online discussions and quizzes. We discussed and assessed the interactive nature of online discussions and brainstormed on how to structure discussions to encourage interactivity. Chris was resourceful in offering different ideas and examples from other courses. Chris also provided well organized and practice-oriented WebCT overviews to my graduate students. He communicates clearly and expertly and seems to enjoy the opportunity to teach. His teaching style is characterized by patience, active listening, varied explanations, and a good sense of humor.

Based on his pedagogy background, Chris was most interested in developing a unit focused on teaching with technology. The unit reflects his comprehensive understanding of the research as well as classroom application. In addition, Chris designed a technology project to help graduate students get started on incorporating a range of technologies in their teaching.

Based on a pilot, Chris designed an electronic template for a teaching portfolio. Graduate students complete this portfolio as part of their preparation for an academic career. The students have perceived the template as user-friendly and most helpful in documenting their teaching accomplishments and goals. Chris also authored instructions on how to set up web space for the electronic portfolio.

I greatly value Chris's expertise, thoughtfulness, concern for quality work, and outstanding work ethic. His commitment to high quality work ensures high quality completion in a timely fashion. I enthusiastically support his application for a position as instructional designer. Please do contact me if I can be of further assistance.

Sincerely,

A handwritten signature in cursive script that reads "Gabriele Bauer". The signature is written in black ink and is positioned above the typed name.

Gabriele Bauer, Ph.D.  
Assistant Director and Teaching Consultant  
Center for Teaching Effectiveness  
University of Delaware