Director’s Message from the Canopy
The CET is located in suite 1303, Henderson Library. Our new location includes a kitchen area good for breakfast and lunch meetings, conference and large multipurpose rooms, and a faculty lounge area where faculty are welcome to relax, read, or talk with a colleague. The professional development services and activities of the CET are for any and all faculty across all departments, programs and colleges.

The CET has a new staff member, Dr. Judith Longfield (Ph.D. Indiana University), to work with faculty on a wide range of pedagogical topics, course design, SoTL, as well as effective uses of instructional technologies for student learning. Learn more about Judith at http://academics.georgiasouthern.edu/cet/JudithIntro.html.

A new Faculty Learning Community begins in January, 2009, the interdisciplinary FLC for POGIL (Process-Oriented Guided-Inquiry Learning) that is open to faculty in any discipline. Contact Dr. Dena Hale to join. Learn about POGIL at http://new.pogil.org/.

The CET will host its 2nd annual SoTL Commons: An International Conference for the Scholarship of Teaching & Learning on March 11-13, 2009 in Nessmith-Lane. Keynote speakers will be Randy Bass (Georgetown University), Kathy Takayama (Brown University) and Laurie Richlin (Charles Drew University of Medicine and Health Science). Over 200 presenters are from 14 countries: Australia, Canada, China, Jamaica, Malaysia, Nigeria, Pakistan, Singapore, South Africa, Taiwan, Turkey, United Arab Emirates, United Kingdom, United States (including 16 schools in Georgia). There are 32 Georgia Southern presenters.

A greatly reduced registration fee ($150) is available for Georgia Southern faculty/staff and must be done by phone. Contact skluge@georgiasouthern.edu for details. Also, Georgia Southern faculty and staff are invited to volunteer to chair concurrent sessions. Such session chairs will have their registration fees waived and can attend all concurrent sessions (but not meals & keynote sessions & special activities). To volunteer, contact Steve Bonham at sbonham@georgiasouthern.edu.

CET Web Site
Visit the CET web site regularly at http://academics.georgiasouthern.edu/cet/.

Grants & Awards
For guidelines and deadlines, go to http://academics.georgiasouthern.edu/cet/resources/grants.htm
- Faculty Development Summer Award: 2/6/09
- Grants for Professional Travel: 3/20/09

May Course Design Series
The CET will offer a seminar series on course design and assessment on May 11, 12 & 13, 2009. Will you be teaching a new course? Is there an old course that you want to revise? The series will provide guidance on developing effective course components where learning goals, teaching and learning activities, and assessment work together for student success. The seminar takes
place over three days with a different session each morning and with CET staff available in the afternoons to work
with faculty, upon request, in developing their course(s). Register by contacting Patricia Hendrix at 478-0049, or
phendrix@georgiasouthern.edu. Sessions will be held at the CET. Space is limited.

International Journal for the Scholarship of Teaching and Learning

The 5th issue (January 2009) of the CET’s peer-reviewed, academic journal, *International Journal for the Scholarship of Teaching & Learning* (IJ-SoTL) contains articles, essays and book reviews and is available at [http://academics.georgiasouthern.edu/ijstl/v3n1.html](http://academics.georgiasouthern.edu/ijstl/v3n1.html). Authors in the issue are from New Zealand, Canada, Italy, UK, Australia, UAE, South Africa, Jordan, Singapore, and the USA. The issue contains 2 research articles, an Invited Essay, and a book review by Georgia Southern faculty. Currently, 4,363 people from 114 countries have requested email alerts when new issues are published. The IJ-SoTL Review Board is composed of scholars from 38 countries on 6 continents.

Reading Roundtables

Each semester the CET sponsors faculty book discussion groups called Reading Roundtables (RR). Each RR meets several times during the semester, according to the schedules of its members. This spring there are over 50 faculty in 7 different Roundtables reading
- *The Courage to Teach*
- *Non-Western Perspectives on Learning & Knowing*
- *Meaningful Course Revision: Enhancing Academic Engagement Using Student Learning Data*
- *Team-Based Learning: A Transformative Use of Small Groups in College Teaching*
- *Pictures from an Institution* (academic novel)
- *A New Life* (academic novel)

For more information, contact Steve Bonham at sbonham@georgiasouthern.edu.

CET Lending Library

Faculty are invited to check out books in person or by an email request to phendrix@georgiasouthern.edu.

Focus on Excellence Lecture Series: Spring 2009

This annual series of 6 lectures is facilitated by the CET and the campus is invited to attend presentations by the previous year’s recipients of the Awards for Excellence in Contribution to Instruction, Research/Creative Scholarly Activities, and Service. Lectures begin at 4 pm, followed by a reception.

- February 10, 2009 | Service | CIT 3301  
  “All for One and One for All: Integrating Service with Teaching and Scholarship for Maximum Impact” - Dr. Lissa Leege

- February 24, 2009 | Instruction | CIT 3301  
  “Recognize Your Limitations; Turn Them Into Opportunities” - Dr. Godfrey Gibbison

- March 31, 2009 | Research | CIT 3301  
  “Labor and Fruits of a Purpose-Driven Life” - Dr. Karl Peace

Southeastern SoTL Colloquy

The CET has founded a new academic society, the Southeastern SoTL Colloquy (SSC). The SSC is an academic society focused upon supporting and fostering the scholarship of teaching and learning (SoTL) among its members at private and public colleges and universities throughout the southeastern United States, as well as promoting SoTL as a key way for higher education institutions to systematically improve student learning outcomes and the teaching that leads to those outcomes. Georgia Southern faculty and staff are encouraged to join once a call for members is issued. For more information, visit the SSC website (still under construction) at [http://academics.georgiasouthern.edu/cet/ssc/](http://academics.georgiasouthern.edu/cet/ssc/).
**Faculty Series Kick-off Event**
The CET’s spring Faculty Series began with the January 8th session, “Building Student Learning Communities in Your Classes” by Dr. Russ Hubbard (Professor Emeritus, Eastern Washington University). Some 45 faculty participated in the seminar. “My intention with any class -- undergraduate or graduate -- is to create a place where students feel safe to take risks and make mistakes, an environment in which students can and will learn from each other... There is some research that class time spent at the start of a course building this learning community atmosphere benefits the amount learned, student confidence and good will, and reduces classroom management issues. It also leads students to consider their responsibility for their own learning and for the success of the course.” Watch for announcements for other Faculty Series sessions.

**Resources for Improving Courses and Students’ Learning**

**Classroom Assessment Techniques**
http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/assess-1.htm

“College instructors who have assumed that their students were learning what they were trying to teach them are regularly faced with disappointing evidence to the contrary... There are gaps, sometimes considerable ones, between what was taught and what has been learned... faculty and students need better ways to monitor learning throughout the semester. Specifically, teachers need a continuous flow of accurate information on student learning... Classroom Assessment is particularly useful for checking how well students are learning,... and for providing information for improvement when learning is less than satisfactory.”

Motivating Students:  http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/motiv.htm

“To encourage students to become self-motivated independent learners, instructors can do the following:

> Give frequent, early, positive feedback that supports students' beliefs that they can do well.
> Ensure opportunities for students' success by assigning tasks that are neither too easy nor too difficult.
> Help students find personal meaning and value in the material.
> Create an atmosphere that is open and positive.

> Help students feel that they are valued members of a learning community.”

Team-Based Learning:  http://www.teambasedlearning.org/

“Teachers who try to shift from traditional forms of teaching to a team-based learning approach will find that this requires three important changes. First, the primary learning objectives of the course will shift... the course goals will also include ensuring that students learn how to use those concepts. Second, the role and function of the teacher will also change... the teacher will need to design and manage the overall instructional process. Third, there will also be a change in the role and function of students in the course... students will need to be responsible for the initial acquisition of the content and for working collaboratively with other students to learn how to use the content.”

**CET SEMINARS**

<table>
<thead>
<tr>
<th>Date</th>
<th>Session Title</th>
<th>Time</th>
<th>Location</th>
<th>Presenter(s)</th>
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</thead>
<tbody>
<tr>
<td>January 22</td>
<td><strong>A Taste of MERLOT</strong></td>
<td>11-12:30 pm</td>
<td>HL 1303G</td>
<td>Steve Bonham</td>
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<td></td>
<td>Learn about MERLOT (Multimedia Educational Resource for Learning and Online Teaching), both a vast archive of teaching and learning resources AND a community of over 60,000 faculty and instructional developers in hundreds of disciplines. Participants will learn to search the archives, create an account, contribute a resource, and how to become involved.</td>
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<tr>
<td>27</td>
<td><strong>Creating Significant Learning Outcomes</strong></td>
<td>10-12</td>
<td>HL 1303G</td>
<td>Stacy Kluge</td>
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<td></td>
<td>What can we do to get students to learn what we want them to learn? Good course design that involves building strong, clear course components (learning goals, assessments, teaching &amp; learning activities) and aligning them so they work together. This session focuses on using &quot;backward design&quot; that greatly helps students learn content knowledge, critical thinking, how to learn, and to make connections between course content and the students' lives.</td>
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<tr>
<td>28</td>
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<tr>
<td>29</td>
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<td>HL 1303G</td>
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<tr>
<td>February 3</td>
<td><strong>Using Assessment to Promote Student Learning</strong></td>
<td>10-12</td>
<td>HL 1303G</td>
<td>Stacy Kluge</td>
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<td>The primary use of assessment often has been to measure student learning as the basis for grades. This session will focus on understanding and using assessment to promote student learning, not just grade it. We’ll look at assessing the quality of student learning, helping students monitor their own learning, and providing formative feedback that leads students towards the desired learning outcomes.</td>
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Using Assessment to Promote Student Learning  

Student Engagement in Smart Classrooms  

Active Learning for Students  

Using Assessment to Promote Student Learning  

Active Learning for Students  

Selling Ice Boxes to Eskimos: Motivating Students to Learn  

Inertia vs. Critical Mass: Engaging Students in Active Discussions  

Using Blogs, Vlogs & Social Networks (Facebook, MySpace) in Courses  

Designing Courseware and Simulations (with PowerPoint!)  

Using a Course Portfolio to Enhance Students’ Learning: An Introduction  

May 11, 12, 13: Course Design Series at the CET