The Banyan Tree [Volume 3, number 2]

January 2009

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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. 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 Southern 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/.
**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 intent 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**

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<td><strong>A Taste of MERLOT</strong></td>
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To register for a seminar call the CET at 478-0049 or email phendrix@georgiasouthern.edu
Using Assessment to Promote Student Learning 10–12 | HL 1303G | Stacy Kluge

Student Engagement in Smart Classrooms  1-2:30 pm | HL 1303G | Steve Bonham
Georgia Southern now has over 250 "SMART Classrooms" on our campus. What makes such a classroom "smart?" While these environments are technology-rich they may be used only to present instruction to a passive audience. This is not "smart!" SMART classrooms offer many ways to engage students, including small group work, group projects, games, and more. Learn about these options and their implementation.

Using Assessment to Promote Student Learning 10–12 | HL 1303G | Stacy Kluge

Active Learning for Students  10-12 | HL 1303G | Stacy Kluge
Learning is not a spectator sport where passive students just listen to teachers and provide answers when asked. They need and want a hands-on experience with what they are learning. This session explores three active learning strategies: 1) introducing course content in new ways, 2) identifying significant learning experiences that engage students, and 3) providing students with opportunities to reflect on what was learned and how.

More Effective Lecturing  2-3:30 pm | HL 1303G | Steve Bonham
In the last two decades both lectures and PowerPoint have gotten black eyes, and rightfully so in most cases. Many users of PowerPoint have turned passive lectures into passive lectures WITH the lights turned down. It doesn't have to be that way. Lectures can be highly interactive and presentations can be redesigned to fully embrace active learning and result in engaging activities and deep student learning - AND utilize "just-in-time assessment" techniques. This seminar will focus on designing "Active Lectures."

Active Learning for Students  10-12 | HL 1303G | Stacy Kluge

Selling Ice Boxes to Eskimos: Motivating Students to Learn 1-2:30 pm | HL 1303K | Judith Longfield
Motivation can have a direct and enormous impact on students’ learning. Discover how to positively influence your students’ learning through an understanding of the emotive and cognitive aspects of learner motivation, and specific techniques to enhance student learning and overcome motivational obstacles. You are invited to bring examples of "motivation enforcers" from your own classes and to join the discussion.

Selling Ice Boxes to Eskimos: Motivating Students to Learn 10:30-11:45 am | HL 1303K | Judith Longfield

Selling Ice Boxes to Eskimos: Motivating Students to Learn 10:30-11:45 am | HL 1303K | Judith Longfield

Inertia vs. Critical Mass: Engaging Students in Active Discussions 10-11:30 am | HL 1303K | Judith Longfield
Much of the current research on teaching and learning describes the advantages of getting students to be more active in the learning process. Discussions can be very effective promoters. How can I include structured discussions in my classes? How can I create the expectation of participation? How do I get students to feel comfortable enough to engage in discussions? In this interactive session, you will learn about the role of the instructor as discussion facilitator. A variety of techniques for starting, facilitating, and summarizing discussions will also be described and modeled.

Inertia vs. Critical Mass: Engaging Students in Active Discussions 1-2:30 pm | HL 1303K | Judith Longfield

Inertia vs. Critical Mass: Engaging Students in Active Discussions 1-2:30 pm | HL 1303K | Judith Longfield

March
Using Blogs, Vlogs & Social Networks (Facebook, MySpace) in Courses  10-11:30 am | HL 1303G | Steve Bonham
Participants will learn about an array of free resources available. We will discuss and demonstrate techniques for compression, syndication, promotion and give you the resources to learn more.

Designing Courseware and Simulations (with PowerPoint!)  1-2:30 pm | HL 1303G | Steve Bonham
PowerPoint Users! Did you know it is possible to design courseware and simulations using a tool you ALREADY know? No programming required! If you can create a storyboard (a flow diagram of images and text) you can design interactive media-rich "learning objects." In this workshop we will dissect a PowerPoint simulation to examine its structure and then create a simple piece of courseware using both object (image) and text hot links.

April
Using a Course Portfolio to Enhance Students’ Learning: An Introduction  10:30-Noon | HL | Judith Longfield
A course portfolio is a form of self-assessment and teaching scholarship. Its purpose is to document the design, implementation, and evolution of a specific course, thereby making explicit the implicit intellectual work of teaching. Participants will be given the opportunity to brainstorm teaching-learning issues in a systematic and collegial manner. During this working session, participants will create a plan for beginning the course portfolio process.

Using a Course Portfolio to Enhance Students’ Learning: An Introduction 2-3:30 pm | HL | Judith Longfield

May 11, 12, 13: Course Design Series at the CET (register at 478-0049 or phendrix@georgiasouthern.edu)