



CTL NOTES

VOLUME 8, ISSUE 3

DECEMBER 2011

CTL Upcoming Event

CTL Conversation

Good Citizenship at the U:

Balancing Academic Responsibility and Academic Freedom

Tuesday, December 6, 2011

JHN 142 12:30-1:30PM

What are the basic cooperative expectations and responsibilities of a Miami University faculty member? Do they ever conflict with academic or personal freedom? How can we help each other meet the needs of our students and colleagues? Help us build a shared vision of campus citizenship. Lunch will be provided to the first 20 participants by No. 2 Son's.

Excellence in Teaching Award

Miami University Middletown has recognized outstanding teachers for many years in connection with the Greater Cincinnati Consortium of Colleges and Universities (GCCCU).

In 2005, the CTL began to sponsor the MUM Excellence in Teaching Award, whose recipients also represent the campus at annual celebrations of teaching sponsored by GCCCU, the Southwestern Ohio Council for Higher Education (SOCHE), and the Ohio Association of Two-Year Colleges (OATYC).

Award winners are nominated by their colleagues and students and then submit dossiers documenting their teaching achievements. The winners are chosen by a panel that includes award recipients from the past two years plus one member of the CTL Leadership Collaborative.

In 2006, the CTL began to make two annual awards, one to full-time faculty and one to part-time faculty. Last year's awardees were Ginger Wickline (PSY) for the full-time faculty and Susan Eacker (HST) for the part-time faculty. Check the CTL's website, www.mid.muohio.edu/ctl for more information on the Excellence in Teaching Award. **The deadline for nominations for the 2012 award is February 3, 2012.**

THE CENTER
FOR TEACHING
AND LEARNING

WWW.MID.MUOHIO.EDU/CTL/

IN THIS ISSUE:

CTL fund- ing Group, Lilly 2011	2
Crossing Borders	3
Janet's Tech Tips, Jennifer's Corner	4
CTL Seeks New Members	5
Libraries and Learning	6,7
Pilot Program	8

Happy Holidays

From The Center for Teaching and Learning!!

CTL funding Inverted Classroom Interest Group By Dr. Janice Kinghorn



Do you want to turn your classroom upside down? If you were able to attend the November 28th CTL Special on the Inverted Classroom, you heard how three MUM faculty members have done just that! Want to explore the inverted classroom further? A group of faculty who want to continue the discussion about how and why to invert your classroom, or want to work with others to improve your already inverted technique, or want to engage in scholarship on the inverted classroom will begin meeting at MUM, led by Janice Kinghorn. The charge, timing, and time commitment for this group will be created by its members - it will truly be designed to meet the needs of faculty who are interested. Contact the CTL if you want to join us by email at mumctl@muohio.edu.

"It's almost certainly the case that lectures have been ineffective for centuries. But now we've figured out a better way to teach 'that makes students an active participant in the process, Wieman says. Cognitive scientists have found that 'learning only happens when you have this intense engagement,' he adds. 'It seems to be a property of the human brain.' " - Jeffrey Mervis, *A Better Way to Teach?*

Lilly 2011, Teaching for Brain-Based Learning By Lynn Dille, Learning Assistance Specialist

I've just glanced over the notes I took this year at my second Lilly Conference, and again I'm amazed at the variety and relevance of just about every session I attended. Lilly is a bit like an educational spa: stimulating, rejuvenating, and comfortable, all at the same time – kind of like a hundred CTL events all rolled into one.

The first inquiry-based learning session I attended was inspiring, and I found myself imagining new ways in which I could encourage my students to both ask and answer their own research questions.

Particularly useful was the "Creativity in Education" session, where we were encouraged to come up with a learning objective we'd been struggling with in a course we taught—an objective which might benefit from a creative technology solution. The session facilitators then came around and worked with each of us, giving us a few web-based resources (polleverywhere.com, vintageadbrowser.com, etc.) and helped us to construct an assignment.

In fact, just about every session I attended was useful in some way. Just when I felt I needed to stop absorbing and start processing for a while, I attended a session on pronouncing Chinese names—something useful that wouldn't make my head explode (well, kind of). What I ended up taking away from that one was a renewed appreciation for what some of our students must go through when they are faced with learning something utterly foreign to them—quickly.

So, yes, I'm a bit of a Lilly "newbie," but I'm very much looking forward to attending Lilly again. What a fabulous experience . . . and all right here in Miami's backyard.

Crossing Borders” Expands Cultural Horizons Dr. Ginger Wickline

Many of our Miami Middletown students have not had the opportunity to travel much (especially overseas) or to hold in-depth conversations with people from various ethnic and cultural backgrounds. How can we as educators encourage students’ global competencies (knowledge, skills, and attitudes) by increasing their exposure to and interactions with people from other cultures? As one example, over the last three semesters, students in my PSY 210 (Psychology Across Cultures) class – which has service-learning and G-course designation and focuses on the American and Chinese cultures – have been participating in my “Crossing Borders” program. They meet and interact with international (mostly Chinese) students from Oxford 2-3 times per semester, sometimes with a shared large-group experience, sometimes in pairs or small groups. The CTL has generously supported several of our large-group events with their teaching mini-grants, such as a trip to see “Fiddler on the Roof” at the Aronoff Center for the Arts in Cincinnati or “The Church Basement Ladies 2: A Second Helping” at La Comedia Dinner Theater in Springboro.

The events not only give Miami students a new, joint, cultural experience to share, but they talk about the experiences from their various cultural (and campus!) viewpoints, thereby potentially gaining new perspectives on themselves and their own culture in addition to a new culture. While no Crossing Borders event has been universally loved by all students, a majority of the psychology students in the program have said pointedly that the chance to interact with culturally different others is their favorite part of the course. It gives them a chance to get past their nerves about listening to accents and about potentially offending others. It allows them to see their similarities with AND differences from people from other cultures. Heck, they even drive to our beautiful Oxford campus once or twice a semester, which is a first for many of the Middletown students.

In terms of areas of growth, one student summarized it thus: "It was interesting to me to learn that I am not always as open minded as I think I am. Letting go of my own core values is something that I am not able to do yet, even for the purposes of conversation. This is something that I will reflect about within myself for some time, and I am thankful that this opportunity shined a light here....I now realize that, as much as I am receptive to different approaches and system of values, there are some basic things I just cannot give up, even for a moment, because they are core values that define me...No matter how hard I try to use a cultural lens to appreciate other people's point of view, I will never be able to fully let go of my own values." Another commented, ""I really enjoyed the assignment because it gave me an opportunity to apply some of the things we have been discussing in class to real life interactions. I was surprised to realize there were more differences in parenting styles between urban and rural areas rather than nationality. In some ways my parents are more conservative than [my partner's] parents. Both American and Chinese parenting styles differ from person to person and area to area...without this project I would not have been able to see the impact of our class discussions on my perspective and outlook on life in the U.S. and my role as an agent of change and integration."

I am so happy to have a supportive office like the CTL that allows me to try new things as a teacher to help my students expand their cultural horizons!



"I am so happy to have a supportive office like the CTL that allows me to try new things as a teacher to help my students expand their cultural horizons!"

-Dr. Ginger Wickline



Janet's Tech Tips



Knovio

If you need to get some content up fast for your online, hybrid, or even face to face course, consider using Knovio (<http://www.knovio.com/>). It allows you to upload your PowerPoints and record audio and even video if you want. It is a three step process and very simple. You then get a link that you can e-mail or put in Niihka for your students. One faculty member is using it to add some personality in her introductions to each of her online modules. Give Knovio a try!

Niihka

It is that time of year; you are starting to think about creating your spring courses. Check out this video on how to create a new course, if you have forgotten: (<https://sites.google.com/site/janetstechtips/home/niihka-faculty-screen>)

If you are using Lesson Builder, after you copy your resources over, you will need to create one instance of the Lesson Builder tool and then import your Lesson Builder content from your old site. You can add Lesson Builder under Site Info, Edit Tools. Then you want to go under Site Info, Import from Site and import your Lesson Builder material from the old course. That should preserve your links from the previous semester!

You can actually create your site and then move everything at once under Import from Site. But keep in mind, if you don't create an instance of Lesson Builder under the tools of the new course, the previous semester Lesson Builder material will not come over.

Jennifer's Corner

In this version of Jennifer's Corner, I would like to express my gratitude to you for your attention to my corner. I hope that I have enlightened you in some way, or given you a student's perspective in a positive way. I enjoy working with the Center for Teaching and Learning and I appreciate all the opportunities that are available to me. Lastly, thanks to each and every faculty member on campus! Your hard work and diligence is much appreciated! I hope we all finish the semester strongly and Happy Holidays to you and yours!!



Signing out,

Jennifer



CTL Seeks New LC Members

Self-nominations for a two-year term (2012-2014 academic years) on the Leadership Collaborative (LC) of the MUM Center for Teaching and Learning will be accepted through **Tuesday, January 17, 2012**. The CTL offers many services including a continuing program of workshops and grant opportunities, support for the annual teaching award, faculty learning communities, SGID program, maintenance of a Web site, publication of a monthly newsletter, and co-sponsoring, with CELTUA in Oxford, the *Journal on Centers for Teaching and Learning*.

The LC is composed of 5-8 members, and any faculty with any type of appointment or unclassified staff member with teaching responsibilities may self-nominate to serve for a term on the LC. Two co-coordinators help manage CTL operations. One co-coordinator will serve on an ongoing basis with a quarter-time staff appointment, and the current LC has selected Ellenmarie Wahlrab for this position. The other co-coordinator is elected for a one-year term from among the members of the LC, and any LC member is eligible to serve in that capacity.

LC members are chosen by a selection committee convened by the Associate Dean for Academic Affairs. Faculty or unclassified staff members with teaching responsibilities interested in serving on the LC must submit a statement of interest and complete a short form.

For the nomination form and more information, please see the CTL web site:

<http://www.mid.muohio.edu/ctl/members.cfm>

For more information about CTL programs or operations, see the CTL Web site or talk to any of the current LC members: Laurel Gilbert, Lizz Howard, Janet Hurn, Susan Joyce, Eric Luczaj, Beth Tumbleson, and Ellenmarie Wahlrab.



Libraries and Learning

Students & Crunch Time: When Deadlines Come Due

By Beth Tumbleson



The latest Project Information Literacy Report, conducted on 10 campuses nationwide, was released on October 12, 2011: *Balancing Act: How College Students Manage Technology while in the Library during Crunch Time*, by Head and Eisenberg at the University of Washington's Information School. What are students doing in the library in the final weeks of a semester, anyway? Typically they are getting coursework done. Yes, the student's cellphone is at hand; 40% of interviewed students had a laptop open. Students are staying in touch with friends via Facebook or text, and they are running 1 or 2 technology devices and 1 or 2 Websites. In this way students attempt to focus and manage their dwindling time to greatest effect. Indeed, many come to the library as a refuge from too many technology distractions. They choose the camaraderie of classmates who are also studying and writing, which motivates them to complete their coursework.

Crunch time is when students get serious and are more likely to reach out to faculty and librarians for research help. Although they may have received the research assignment weeks ago, they undertake the real work a few weeks before the due date.

“In our study, only a few respondents reported starting to work on a course-related research assignment the day it was handed out by an instructor (16%). Most respondents (33%) began working on a 5-8-page research paper due in two weeks about a week before it was due. Still fewer respondents (18%) waited until a day or so before the deadline to start work on the assignment” (Head & Eisenberg, 2009: 31).

Why do students shorten the time needed for research, synthesis, and writing? Competing priorities:

“The reasons why students procrastinate are no longer driven by the same pre-Internet fears of failure and a lack of confidence that once were part of the college scene in the 1980s. Instead, we found that most of the digital natives in the sample (40%) tended to delay work on assignments as they juggled their needs to meet competing course demands from other classes” (Head & Eisenberg, 2009: 3).

Thus scaffolding research assignments may solve this tendency to delay. Many students, however, claim they work best under pressure and write in a whirlwind to hit deadline. In *What Today's College Students Say about College Research in the Digital Age* (Head & Eisenberg, 2009), researchers learned that 80% of students procrastinate on 80% of their research assignments. Once students realize they can pull it off and get an acceptable grade, they are encouraged to repeat the strategy. A habit is formed.

Continued on Page 7

Continued from Page 6

Students will ask questions of instructors to understand the situational context or what is required to get a good grade. They appreciate detailed guidance from professors. Students rarely consult a librarian for research assistance, if they can get by on their own, using course readings, Google, Wikipedia, and library databases. As deadlines draw near or crunch time arrives, librarians do work with more students.

At the Gardner-Harvey Library the three embedded librarians receive emails from students with how-do-I-cite-this questions. Some admit they are starting to panic because they do not know where to search online for the needed information. Discipline-specific research databases are unknown territory to many. They understand that time is running out and they have to produce the proposal, the requisite number of sources, etc. Some embedded librarians conduct individual research consultations with students to address their particular questions. Student like individualized instruction that addresses their immediate needs. Some students just swing by the library and ask outright for help at the Info Desk. They are coming to terms with pressing realities. They need quiet, blocks of focused time, and expertise to complete required academic work.

In these critical weeks, faculty are needed more than ever to clarify the big picture, language, and requirements. Come alongside students who struggle to complete course-related research assignments. Be available. Work in collaboration with librarians. Advise students to request a research consultation. Remind students to search named library databases or the online catalog for electronic books. Through these joint efforts many students will make the extra effort to cross the academic finish line and experience success.

References

"Balancing Act: How College Students Manage Technology While in the Library during Crunch Time," Alison J. Head and Michael B. Eisenberg, Project Information Literacy Research Report, University of Washington's Information School, October 12, 2011 (Two different versions available: Text with appendices: 72 pages, PDF, 6.1MB version or Text without appendices: 54 pages, PDF, 6 MB).

"Lessons Learned: How College Students Seek Information in the Digital Age," Alison J. Head and Michael B. Eisenberg, Project Information Literacy First Year Report with Student Survey Findings, University of Washington's Information School, December 1, 2009 (42 pages, PDF, 3 MB).



A CTL Pilot Program: Designing & Implementing a Multimedia Assignment

By Laurel Gilbert

When I was four years old and my dad was in the military, my mom set up a camera on the enlarger my parents used in their part-time darkroom. She had me draw and color a little girl and a mom and dad on cardboard stock, and a swing-set, and a slide. Then she showed me how to set them up and take a picture of the family at the playground from above, with the camera on the enlarger, and then move each piece slightly and take another picture. And another. And when my dad got home, he took all the pictures I'd made and strung them together as my first stop-action, animated home movie.

I joke around sometimes that I like best just to teach people how to make stuff. When human beings get caught up in the artistic process, they become engrossed, make conscious choices, disregard what doesn't work, and build on whatever does. I swear: it's educational. In nearly every one of my classes, I ask my students to "make stuff" using the tools of production that make the "stuff" of the digital, mediated world we inhabit. It's become frightfully easy to make, and my students are usually generating various online and digital content anyway—I just give them more tools in their toolbox.

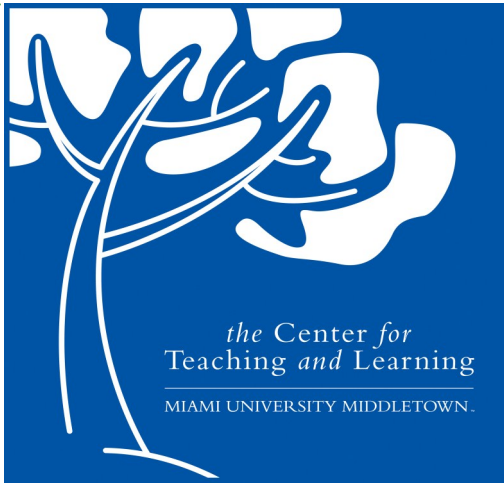
I've very much enjoyed, too, working this semester with various English faculty as we incorporate a "remediated" assignment into the new Top 25 English 111 curriculum. I think there are sound & solid pedagogical reasons to routinely ask students to create their own texts, especially texts developed for the digital media that so shapes the world around them and us.

With that in mind, Eric Luczaj and I will lead a pilot program during the 2012-13 school year for faculty interested in developing and implementing multimedia assignments into their curriculum. Selected faculty members will work with their own course curriculum to design a prompt, sequence, and rubric for a pedagogically appropriate multimedia assignment (during spring 2012); create their own "example" assignment (during summer 2012); and teach and assess their own assignment (during fall 2012 or spring 2013).

With generous support from the Center for Teaching and Learning and the Office of the Campus Dean at Miami University Regionals, participants will also receive \$200 in professional development funds to support the design and creation of their digital assignment. You need have no previous experience with multimedia production to apply – novices quite welcome. You might design the prompt and support for your students to make short movies using video (an art form I highly recommend, thanks to mom and dad), or, you might invite them to develop podcasts or hypertext content suitable for the Web. In all honesty, I'm looking forward to hearing your ideas, and helping you implement in the classroom.

To apply for the pilot program, please fill out the online application at <http://google.com/forms/ibxQx>. Though space is somewhat limited, we do hope to bring together a variety of faculty with various appointments, from various disciplines and departments, and with a variety of experiences and interests. Applications are due by Friday, January 13, 2011.





RM 11 JHN Hall

4200 N University Blvd.
Middletown, OH 45042
Phone 513-727-3464

Email: mumctl@muohio.edu
<http://www.mid.muohio.edu/ctl>

CTL Office Hours

Each member of the CTL Leadership Collaborative staffs the office at least two hours during the week. Often a member works on CTL-related projects. Staff also welcomes faculty, staff, and students who want to discuss issues related to teaching and learning or browse the library of books, journals, and handouts.

CTL Office Hours

Mondays:
9:00 am-11:0 am Laurel Gilbert
12:30 pm-1:45 pm CTL Leadership-
Collaborative Meeting

Wednesdays:
10:30 am-1:00 pm Eric Luczaj
1:00 pm-2:00 pm Janet Hurn

Tuesdays: 9:00 am-11:00 am Beth Tumbleson
11:00-12:00pm Susan Joyce

Thursdays: 11:00 am-12:00 noon Susan Joyce
12:00 pm-2:30 pm Ellenmarie Wahrab