



CTL Notes

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THE CENTER FOR
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CTL Upcoming Events

Reflecting Across the Curriculum: Adopting the Honors Program Model

Wednesday, March 2, 2011

12:00 – 1:00

JHN 136-137

As an alternative to completing liberal education goals via the Miami Plan, University Honors Students document their meeting of liberal education objectives through the construction of a portfolio that reflects upon their developing competencies. This shifts the focus of the responsibility for liberal education to the learner. During this CTL Conversation you will be introduced to the rubrics designed to assess a student's progress toward meeting the liberal education learning objectives and practice assessing a reflection. We will then discuss how faculty and students may use similar pedagogical principles in their own teaching and learning outside of the honors program.

Lunch will be provided

CTL Special: A (Virtual) World of Teaching Possibilities

Wednesday, March 16, 2011 from 12:00-1:00

JHN 136/137

Looking for new ways to engage your students and enhance their learning? Universities all over the globe have been using virtual-world platforms successfully for years to do just that. Join us to see and hear about the (mis)adventures of Miami University's Second Life faculty learning community, which has been exploring the possibilities for teaching and learning in Second Life, a free virtual world platform used by over a million people worldwide.

Lunch will be provided



**Happy St. Patrick's Day
From**





Welcome the Newest CTL~LC Members!

Laurel Gilbert, Janet Hurn, and Susan Joyce

Laurel Gilbert teaches for the English Coordinatorship and the Bachelor of Integrative Studies program at MUM. Laurel is a 2008 graduate of the MFA program in creative writing at The Ohio State University, where she was the recipient of the Eric Walborn Award for Excellence in Digital Media Instruction. She often assigns students to author in multimedia for composition and literature courses, and loves to work with other instructors to "think up" multimedia and/or digital assignments. In her little spare time, Laurel is editing a book of short fiction, and enjoys pretty much everything her six-year-old son throws at her, except frogs.

Janet Hurn is a Senior Instructor of Physics and has been at MUM since 1990. She also works with the E-learning group to assist faculty with online and hybrid courses. Her passion is the effective use of technology in education. "I am excited to join the CTL and bring my tech passion with me." She is currently the President of the Association of Small Computer Users in Education (ASCUE) and maintains a technology in education blog, "Just a Tech Minute!" (janethurn.wordpress.com)

Susan Joyce teaches music, which is a subject that can be integrated into all other disciplines and all stages of life. Her career has illustrated this as she has found herself working with every age group from preschoolers to senior citizens and with activities ranging from directing ensembles of all sizes to creating math, reading, and history lessons. Her service at MUM began part-time in 1994, and she has taught classes in Western music and elementary education since then. As a former public school teacher she has a heart for those who are training for public school teaching and would like to see the CTL involved in assisting the next generation as they prepare for service. She is also very active with public school outreach on our campus through the Fantastic Free Friday series of fine arts presentations for schools. She enjoys performing as an oboist each summer at the University of North Carolina Chamber Music Workshop in Chapel Hill.



How Well Are Your Students Learning? Want to Find Out How to Help Them?

Do you want to find out how your students are experiencing your class? The CTL's Small Group Instructional Diagnosis (SGID) program can help.

Any MUM instructor can request a SGID to be scheduled during a class meeting. Faculty find they can use the SGID feedback to fine-tune their teaching and better address their students' learning needs.

SGID's take about 30 minutes of a class period. During this time a SGID facilitator (one of your colleagues who is trained in SGID facilitation) comes to your class to meet with your students. Without you being present, students respond to the following two prompts: In what ways have the instructor, your classmates, and you yourself helped you learn in this course? Please suggest some changes in the instruction/course, you, and/or your classmates' approach to learning that would help you increase your learning in this course. Students use personal responders ("clickers") to confidentially indicate degrees of agreement or disagreement with each suggestion and comment. The facilitator captures students' responses in a written report sent to the instructor and is also available to discuss the results.

You can find more information about the SGID process and frequently asked questions on the CTL website at <http://www.mid.muohio.edu/ctl/SGID.cfm>. To request a SGID, just complete the SGID Request Form available at the CTL webpage listed above. Questions? Call the CTL at 7-3464 or e-mail us at mumctl@muohio.edu.



Funding for Pedagogical Initiatives Available from CTL

Geography 448 students used specialized software to analyze satellite data covering Botswana and then presented posters on their findings at Middfest. CIT faculty developing curricula for a new +2 bachelor degree in health information technology (HIT) participated in a conference for HIT professionals. A BIS seminar faculty member presented on the impact of service-learning on seminar students at the Association for Integrative Studies annual conference.

What do all of these pedagogical endeavors have in common? They were all supported, in full or in part, by funding from the Center for Teaching & Learning.

The Center for Teaching & Learning accepts proposals year round for funding support of faculty-initiated efforts on behalf of improved teaching and learning, **allocating a minimum of half of its annual budget for this funding**. Two types of funding are available, for **reading/media discussion groups (maximum \$200)** and **teaching initiatives or projects (maximum \$500)** for either a group or individual). Check out the CTL website at <http://www.mid.muohio.edu/ctl/funding.com> for details and to read about the other projects the Center has funded in the past few years.



Nutritious Snacks for the Educator! Feed the Mind!
New Books on Teaching and Learning
@ Miami University Libraries

Compiled By Beth Tumbleson

[Learning to play : exploring the future of education with video games](#) / edited by Myint Swe Khine. 2011

[Not for ESOL teachers : what every classroom teacher needs to know about the linguistically, culturally, and ethnically diverse student](#)
/ Eileen N. Whelan Ariza. 2010

[Traditions of writing research](#) / edited by Charles Bazerman ... [et al.] 2010.

[Media literacy : new agendas in communication](#) / edited by Kathleen Tyner. 2010

[Surrounded by science : learning science in informal environments](#) / Marilyn Fenichel and Heidi A. Schweingruber ; Board on Science Education, Division of Behavioral and Social Sciences and Education. 2010 (eBook)

Learning Express Library: Improve in Reading, Writing, & Math; Practice Exams; or Apply for Jobs

By Beth Tumbleson



Okay, so what is your favorite library database? Think of **Learning Express Library (LEL)** as “Help at Last” for all those wanting to prepare for high stakes exams, improve skills, investigate careers, or find a job. Elementary students through the practicing professional may derive much good from this database. It is available to all at Miami University, indeed all Ohioans. “Tell me more,” you say? First time users must go to any Ohio library, logon to a computer, click on LEL from the Library Website, and create a personal account including username and password of your choosing. Afterwards, you may access LEL wherever you are and store your learning and career content there.

Maximize the power of Learning Express Library. Test drive the database after you watch the overview tutorials in both sections: (1) Learning Centers and (2) Job and Career Accelerator. Then direct your students to do the same whenever they need to improve **reading, writing, math, or technology skills**. Yes, there are even **Microsoft Office 2010 Basic-Intermediate-Advanced courses** available! You will find **eBooks, eCourses, and eTests** to practice again and again. Exams are scored instantly and explanations provided as to why answers are either right or wrong. These college level tools are available free to users since Ohio libraries subscribe to this tool. In fact, the Gardner-Harvey Library no longer buys print workbooks for such exams as we now rely on this 24/7 electronic database which provides simultaneous, unlimited access from any location, once the account has been created.

As for the Job and Career Accelerator, users may input personal data to **build a resume or cover letter** from professional templates. There are also **checklists to prepare for interviews** and an online log to track the stages of a job search. For those wondering what career to pursue, there is an **occupation matcher to complete**. The test taker is scored in six areas and his interests matched to primary and secondary occupations, which vary, given different preparation levels. **One thousand occupations** are described and **five million real jobs** from national job boards are posted and can be viewed immediately! Identify and save jobs of interest and apply to employers who are hiring using the database tools. This is one library database you and your students need to see and use.



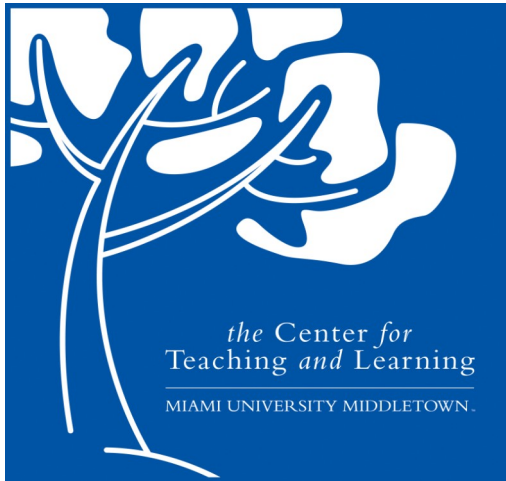
Jennifer's Corner

I'm tired of school; "burnout" is a better word that I have heard recently. I'm tired of the same old routine, week after week. I want to skip class and go to the mall or do something that I want to do. I want to stop having weekly quizzes and having to do so much homework. I want to give up as the course gets harder and before my grades start sinking. I'm tired of midterms, tests, group projects (with the guy who has horrible breath), and I am un-motivated to continue.....

.....
Until I think of the rewards. I am reminded of the quote, "no pain, no gain." I can see myself walking across the stage, which I didn't do in high school, and receiving my Bachelor's Degree with Honors. I can see my family and friends screaming and cheering for me. (They are some pretty loud people.) I can see myself applying for the perfect job in my career field with great benefits and doing something that I want to roll out of bed to do every day. I see myself excelling, advancing to my supervisor's job or leading the entire company. I see myself being financially stable and giving back to my community using all I've learned. I can definitely see myself in Tahiti, enjoying the sun and attempting to tan. I see an educated woman who kept going and fought for her dreams and goals when she felt like stopping.

Many of your students may feel this way. They may be lacking that enthusiasm they started with at the semester's beginning or just simply burned out. They may need to be reminded by you why they are here, if you notice this unmotivated pattern in your students. Encouragement goes a long way! You too may feel discouraged. You may feel like giving up on your students, because they have lost their drive to learn, which in turn may cause you to lose your teaching enthusiasm. You may be tired of the tardiness, absences, and incomplete assignments. Continue to hold up your syllabus expectations; however, encourage your class, and remind them why they sitting in your classroom. Once they catch the vision, you will be encouraged by their attendance and completed assignments. This may be difficult to imagine at first, but I am pretty sure this method just may work. Try it out!





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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 Spring 2010 Schedule

Monday 12:30 pm - 1:45 pm CTL Meeting

3:30 pm - 5:00 pm Jennifer

4:00 pm - 6:00 pm John

Tuesday 8:00 am - 11:00 am Jennifer

10:00 am - 12:00 pm Beth

12:30 pm - 5:30 pm Jennifer

Wednesday 9:15 am - 11:45 am Ellenmarie

12:30 pm - 2:30 pm Eric

3:30 pm - 5:30 pm Jennifer

Thursday 8:00 am—1:00 am Jennifer

10:00 am- 12:30 pm Lizz

2:15 pm-4:15 pm Susan

4:00 am - 5:00 pm Jennifer

Friday 8:00 am -12:00 pm Jennifer