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CTL NOTES

VOLUME 1, ISSUE 2

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CTL Events: Save the Dates!!

Challenging the Course Centric Curriculum? Your Course and Liberal Education By: John Tassoni



The CTL Conversation asks participants to examine ways their individual courses intersect liberal education aims and to explore how teachers might best introduce students to these intersections. Participants will consider various ways these aims are presented to Miami students, reflect on the liberal education goals that inform their classes, and discuss degrees to which curricula might affirm, challenge, curtail, or extend notions of liberal education at Miami. Overall, this session is designed to help us identify the roles our individual courses might play in the broader story that is liberal education and how this story might better reflect the work we do in our courses. The Conversation is set for **Thursday, November 4, from 12:00-1:00 in JH 136/137. Free lunch available for the first 20 participants**

T@MUM: Digital Media @ MUM

What: T@MUM - Tea & Technology

When: Monday, November 8, 4:00 - 5:15 p.m.

Where: 015 Johnston Hall

Why: We'll showcase some sample digital media assignments by MUM instructors, share examples of student work (completed & in progress), and have hands-on demonstrations of the multimedia authoring tools available for check-out & use on the MUM campus.



30th Annual International Lilly Conference on College Teaching

30th Annual International Lilly Conference on College Teaching

"Evidence-Based Learning and Teaching"

Miami University, Oxford, Ohio

November 18-21, 2010

<http://www.units.muohio.edu/lillycon/>



Nearby and affordable (\$50.00 for Miami faculty and free for PEP Members) Recharge your teaching and learning battery among colleagues who arrive from around the country to present insights, methods, and programs in paper seminars, plenary sessions, workshops, or across the table. Sharpen your pedagogical tools and mindset to become more effective as a teacher-scholar in your classroom.

Pull Back the Curtain By Laurel Gilbert



Are there places in your curricula or course outcomes that might benefit from “pulling back the curtain” to expose more clearly how knowledge is produced? Are you looking to develop student insight about how information is made and transmitted? Would you like to help your students take ownership of meaning-making? Consider asking your students to create a multimedia text.

It might seem counter-intuitive to say that I ask students to compose in multimedia (image, video, audio & website) because I encounter problems in their reading comprehension skills in composition and literature classes. I can’t always count on my students being well-versed in the canonical texts of the past, so to ask them to begin to analyze something they already feel intimidated by is often overwhelming and counterproductive. I have greater success “teaching analysis” if students already feel well-versed in

the conventions and discontents of the object under review. I can more easily teach basic analytical skills to twenty-first century students by asking them to reflect on *Jersey Shore* rather than Shakespeare, with the clear expectation that they’ll use those same analytical skills on texts they find more difficult, such as Shakespeare, but also on the rest of the world around them.

I’ve discovered too that lessons in analysis are bolstered by laying bare the means of producing those types of texts. Teaching students how to author the type of media we’re analyzing effectively pulls back the curtain, which leads to more insightful and nuanced analysis. Having access to the means of (cultural) production empowers them as students.

Fortunately, authoring in digital media is easier than ever before. Photos, movies, documentaries, podcasts, playlists, blogs and websites are only a few of the ways we might “ask students to compose in multimedia,” and to, most importantly, put the means of production

in their hands. Point them at the world and say, “show me what you see, then let’s analyze what you said you saw and how you chose to say it.”

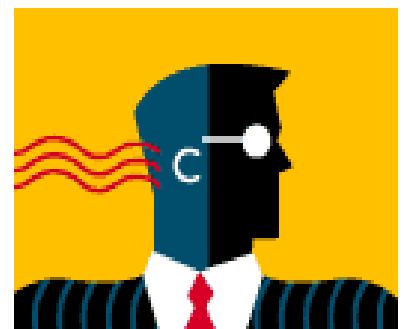
This is essential too: students must be required to analyze and reflect upon their own creations and the creations of their peers, because their reflection helps them perform that same reflective, analytical work on the objects of study in the world around them. In most curricula, multimedia authoring works best when it is complementary to the development of analytical skills, not only as the means to “make cool things.” Movie-making or website design, in small doses alongside more traditional pedagogical tools, is intellectually and pedagogically complementary to the education of twenty-first century citizens who are conversant in a variety of digital media.

Please attend the next T@MUM. We’ll have tea and cookies, and present a variety of examples of assignments and the tools available (software and hardware) on Miami University Middletown’s campus, so you can begin to add digital media production to your repertoire of teaching tools. Bring your creativity, your questions, hesitations, and do be prepared to

NEW: Listen to CTL Podcasts

If you were unable to attend one of the CTL Conversations or Specials, you now have the option of listening to a recording of the event. Simply go to the CTL Website and click the link of interest, and listen any time.

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



It's Going to be a HIT at the Regional Campus!

By Donna Evans

Have you heard or seen the word **HIT** recently on the regional campus? Have you wondered what it is? Well, here is the scoop. **HIT** stands for **Health Information Technology**. *“Health information technology (health IT) makes it possible for health care providers to better manage patient care through secure use and sharing of health information. Health IT includes the use of electronic health records (EHRs) instead of paper medical records to maintain people's health information.”*

http://healthit.hhs.gov/portal/server.pt/community/healthit_hhs_gov_home/1204

Most likely you have participated in discussions concerning the changing healthcare environment and related insurance issues. Chief among these issues is the development of an electronic health record (*EHR*) for each citizen. While this may sound simple enough, the implemen-

tation requires the coordination of many disciplines. A professional working with an EHR must have enough medical knowledge to understand the content of the record and have enough technological savvy to manage technical con-



cerns such as interoperability, functionality, and related privacy issues, just to name a few.

Government regulations will require that EHRs be implemented in a specified time period or organizations will be subject to penalties.

The implementation of EHRs will result in the hiring of many new employees. In order to qualify for these oppor-

tunities, potential employees must be educated in appropriate technology and medical areas. The regional campuses are uniquely qualified to fulfill this educational void by combining the expertise of the Computer and Information Technology (CIT) and Nursing departments. One of the special strengths of this partnership is that both programs are housed in the same division, the School of Engineering and Applied Science (SEAS).

The CIT department, along with the Nursing department, has submitted a letter of intent (preliminary prospectus) for a new Bachelor completion degree program. A full proposal is now being developed and will be reviewed by the Ohio Board of Regents (OBOR). Pending the approval of the University and OBOR, the target date to begin this program is fall 2011.

Please join us in supporting this unique opportunity for our regional campuses.



Jennifer's Corner

Have you ever witnessed students falling asleep in class? Staring into space? Texting, playing on their laptops, or just not paying attention? I have and confess I have been guilty of one of the above! Of course, students have a tendency to stay up late, causing them to nod off in class or they may be focused on a situation outside class that competes with the lesson at hand. This should only occur infrequently, and if professors have experienced students not paying attention more than usual, maybe it is the professor who needs to reassess. Students may find that there is no fun in the classroom and that they are bored. Just attending to complete the class, but learning and retaining very little is not an ideal learning environment.

Some professors may feel that fun and learning have no real association. No offense intended, but I believe that fun is a necessity in the classroom. When learning is made fun, I do much better; I retain what I have learned and am able to teach others. In one of my current classes, we have used M&Ms, comic strips, and fun analogies to help learn difficult con-

cepts. This has not only helped me learn the concept, but I learned more about classmates around me and more about my professor. Once learning is made fun, it is easier to remember content and concepts for tests, papers, and quizzes.

As a professor, do you make learning in your classroom "fun"? Are you including different types of hands-on learning?

If you aren't or haven't yet, here are some easy ways that can turn those sleepy heads into focused students!

-Reward students when they do something extra, like taking a section of the topic and talking about it to the class or when they go above and beyond. Extra credit points are a great incentive! This is also where candy, lunches, books, or gift certificates come in handy!

-Teach hands-on. Students retain more information when they can actually use their hands and other senses to learn. Visuals and media options play a huge role as well!

-Use energy. Have students get up and move around to promote energy and stimulate the students' learning.

-Use emotion. If you can make something fun, exciting, happy, suspenseful, or perhaps even a bit frightening, students will learn more readily and retain the learning longer. Shape classroom attitudes by doing something unexpected, outrageous, or challenging.

These are just a few tips to make learning fun, motivating students to learn and develop retention. When learning is fun, students are more engaged in class and remain alert and focused. They also enjoy studying more and increase retention and so do better on tests and quizzes. Everyone benefits when learning is made fun!

-Jennifer N. Pugh-



"Have you ever had witnessed students falling asleep in class?"

Make it
FUN!!





Asking the Big Questions as Global Problem Solvers

By Beth Tumbleson

Connecting across cultures to solve problems that affect you and our neighbors around the world can seem overwhelming. Yet many students and new graduates entering the workforce are seeking opportunities where they can contribute in meaningful ways through their careers. World poverty; world peace, environmental necessities for life like food, shelter, clean water, energy; and access to education and health care are issues that surface in the headlines, on bumper stickers, and in our classrooms. Authentic learning involves grappling with messy realities which call for “moral imagination”, innovation, reflection, and a solid skill set. If you would like to wrap you students’ minds around such issues as you work through your course curriculum, consider readings from books where ideas of depth are still shared. The Acumen Fund, The Earth Institute at Columbia University, and The Truth and Reconciliation Commission of South Af-

rica are a sampling of solutions described by activists and change agents in the titles below. Here is my short list; all are available in the Miami University Libraries collection. I invite you to share yours in coming issues by sending them to tumbleb@muohio.edu

The Blue Sweater: Bridging the Gap between Rich and Poor in an Interconnected World. Jacqueline Novogratz, Rodale, c2009. (Microfinance, Poverty, Philanthropy)

Collapse : How Societies Choose To fail or Succeed. Jared Diamond, Viking, c2005. (Environmental Policy, Social Change)

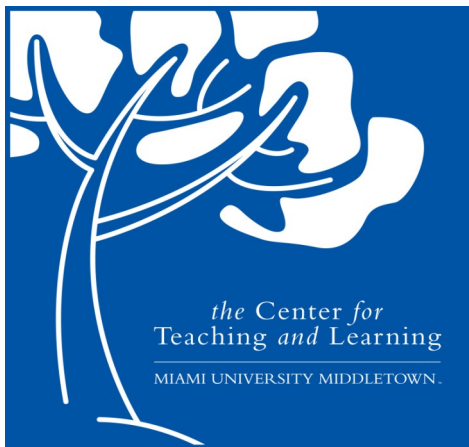
The End of Poverty: Economic Possibilities for Our Time. Jeffrey D. Sachs, Penguin, c2005. (Developing Countries, Poverty)

The Glass Castle: a Memoir. Jeannette Walls, Scribner, c2005. (Children of Alcoholics, Homeless Persons, Dysfunctional Families)

Made for Goodness: And Why This Makes all the Difference. Desmond Tutu, HarperOne, 2010. (Race Relations, Spirituality)

The Mighty and the Almighty: Reflections on America, God, and World Affairs. Madeleine Albright, HarperCollins, 2006. (International Relations, Religion)





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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 Hours

<p>Monday</p> <p>12:30 pm-1:45 pm CTL Meeting 3:00 pm-5:00 pm John Tassoni 3:30 pm-5:00 pm Jennifer Pugh</p>	<p>Thursday</p> <p>8:00 am–10:00 am Angela Yesh 10:45 am–12:45 pm Eric Luczaj 2:00pm-4:00pm Lizz Howard</p>
<p>Tuesday</p> <p>10:00 am-12:00 noon Beth Tumbleson 1:00– 2:00pm Janet Hurn/Andrea Han (Alternating Tuesdays) 2:15 pm–4:15 pm Susan Marine 4:00– 5:00 pm Jennifer Pugh</p>	<p>Friday</p> <p>2:00pm-5:00 pm Jennifer Pugh</p>
<p>Wednesday</p> <p>2:00pm-4:30 pm Ellenmarie Wahrab 3:30-5:00pm Jennifer Pugh</p>	