

CTLA Update

March 2007 Newsletter

Upcoming Faculty Development Activities – *on campus*

Brown Bag Presentations:

MARCH 15th, 2007

Topic: *Building and Maintaining Motivation in the Online Classroom* (Online Seminar DVD)

Presenter: Errol Craig Sull, Magna Publications

Details: Noon-1:30pm in L3

MAY 17th, 2007

Topic: Conference Reports: *Transforming Student Learning for a Global Society* (Collaboration Conference) and ACC-RAC 2007

Presenters: Tolu Oyelowo, Lynn Hvidsten, Mary Berg

Details: Noon-1pm in L3

Please contact Rachel Preisinger or visit the CTLA website to submit a Brown Bag Presentation topic suggestion or to volunteer to lead a seminar.

Dates and information about upcoming Brown Bags and Faculty Development Seminars are now posted on the CTLA Website "EVENTS" page as soon as they are scheduled!

Brown Bag Presentation Reviews

Moodle at NWHSU

Anita Manne, Terry Erickson, Mary Berg, Brad Finer, Glori Hinck

January 16, 2007

A total of 25 faculty and administrators attended the January 16th Brown Bag Seminar. Presenters discussed applications of Moodle in the classroom. They showed their own courses on Moodle, demonstrating various capabilities and options available. Guest access to these courses is available for faculty interested in further exploring possibilities of what can be done with Moodle. The guest access password is given in the body of the email to which this newsletter was attached.

Conference Reports: Collaboration Fall Conference, IUPUI Assessment Institute

Pat Casello, Julia Bartlett

January 18, 2007

A total of 9 faculty and administrators attended the Conference Reports Brown Bag presentation on January 18th. Dr. Pat Casello, who attended the Fall *Collaboration* Conference titled, "Motivating Students for Better Retention, Learning, and Achievement," discussed significant learning and Dr. L. Dee Fink's Taxonomy for Significant Learning. Dr. Casello also discussed learning styles and encouraged faculty to look at the balance of their teaching styles in addressing these various learning styles to promote active learning. She provided a worksheet and an article to assist faculty in this process.

These handouts, as well as her Powerpoint are available on the Brown Bag page of the CTLA website.

Dr. Julia Bartlett attended the annual Assessment Institute at Indiana University – Purdue University, Indiana. Dr. Bartlett discussed program assessment through Capstone projects and the importance of relevant assessment instruments in evaluating such projects. She discussed ways of initiating curricular changes and described several types of evidence of effective learning that could be evaluated in capstone projects. Dr. Bartlett also related the information to Northwestern, explaining how we could apply our University Learning Outcomes to Capstone projects. Her powerpoint is available on the Brown Bag page of the CTLA website.

Sher Demeter also attended the conference, but was unable to present at the Brown Bag. Her notes on Barbara Walvoord's presentation, *Assessment Clear and Simple*, are available on the Brown Bag page of the CTLA Website as well.

A Team Approach: Welcoming and Accommodating Students With Disabilities

Barbara Blacklock, MA, LISW
February 15, 2007

Twenty-six faculty, staff, and administrators attended the Brown Bag presentation on February 15th. Barbara Blacklock, Program Coordinator of Disability Services at the University of Minnesota, led a discussion about student disabilities and accommodations. The discussion involved the current situation at NWSU and many faculty shared questions and experiences with regard to the topic.

Ms. Blacklock discussed the important roles of faculty, students, and Student Affairs in successfully accommodating qualified students with disabilities. She gave examples of reasonable accommodations and suggested proactive approaches faculty could take in their courses. She ended with a discussion of Universal Instructional Design (UID), which is based on the premise that curricula should be *designed* to include multiple alternatives to make courses accessible to a variety of students with different backgrounds, learning

styles, and disabilities. In this way, few accommodations are needed.

Did You Miss a Recent Brown Bag or Faculty Development Day?

Most on-campus faculty development events, whether Brown Bag Presentations or Faculty Development Seminars, are recorded and circulated in the Greenawalt library. If you miss an event, but are interested in the topic, check the library for a DVD recording of the presentation. The following recent faculty development events are now available in the library:

Faculty Development Day Seminars

- Integrating Moodle Into Your Courses

Brown Bag Presentations

- Moodle at NWSU
- Conference Reports
- A Team Approach: Welcoming and Accommodating Students with Disabilities

Current Initiatives

Faculty Excellence Awards

It is once again time to be thinking about nominating your colleagues for Faculty Excellence Awards. Each year, faculty members nominate one another for recognition of excellence in one of three categories: Excellence in Teaching; Excellence in University Patient Care; or Excellence in Research, Scholarship, or Creative Activities.

The CTL Advisory Group is currently reviewing the criteria for each of these nominations to update the nomination forms for this year's award process. An announcement will be sent to all faculty in April, at which point nominations will be accepted. Nominations will then be reviewed by the CTL Advisory Group in early June and recipients announced later that month at the Faculty Honors Luncheon.

For more information about Faculty Excellence Awards or to view past recipients, visit the CTLA Website: <http://www.nwhealth.edu/ctl/awards22.html>.

New Journals

Journal of Medical Case Reports

This is not an NWSU journal, but is available to the public online. This is the first journal to be dedicated to the publication of high quality case reports. The articles will be archived in PubMed, PubMedCentral, and eventually will be aggregated into a structured case reports database. The database will make it possible to search for patterns across multiple case reports. The first issue is available at: <http://jmedicalcasereports.com>.

The Teaching Professor

Northwestern now has a subscription to *The Teaching Professor*, a journal of teaching and learning in higher education. Advisory Group member Dian Larson, Serials Librarian, summarized the contents of the February issue of this journal, which is currently available in hard copy in the Greenawalt Library. Her summary is as follows:

February 2007 – V21 #2

The Teaching Professor is a new title in the NWSU journal subscription list, starting in 2007. Each issue of the 6 page publication contains several short thought-inspiring articles. The following are found in V21 #2:

Understanding What You See Happening in Class

Even in a lecture session students communicate important nonverbal messages. That a teacher should focus on the relevant and not extraneous details of student behavior is one of the four features of observation discussed in the article.

What Teachers Learn When They Take Classes

Among the values, for a teacher, of being a student is the value of first hand incompetence, another is that of being a model learner for students.

Group Quizzes: More Positive Outcomes

One of the values of doing quizzes in groups is the peer pressure of not hurting others in the group with poor grades.

Humor: Getting a Handle on What's Appropriate

Research has established that humor creates conditions conducive to learning. A group of 284

undergraduates generated 712 examples of appropriate teacher humor.

Journal Article Reviews

The CTL Advisory Group has initiated a bi-weekly e-publication of journal article reviews. Faculty members are invited to review interesting journal articles they have encountered as a way sharing helpful information related to teaching and learning with their colleagues. Once sent out via email, reviews are posted to the "Resources" section of the CTLA website (<http://www.nwhealth.edu/ctl/journalrv.html>) so that they continue to be available to faculty.

All articles reviewed are available in NWSU's Greenawalt Library. Some articles are also available online through OVID (<http://gateway.ovid.com/>). You should be able to access NWSU's online journals by simply clicking "START OVID" without entering a username or password. Since the library has only four subscriptions to OVID, it is important that you log out when finished, so that other users can access OVID.

If you encounter an interesting article and/or are interested in writing a review, please contact Rachel Preisinger (rpreisinger@nwhealth.edu). Reviews should be brief, summarizing the most important or valuable points in the article.

Book Review

This month's review was written by Mandy Hege and published with permission from the University of Virginia's *Teaching Concerns* newsletter. There are a variety of other book reviews for faculty development resources on the *Teaching Concerns* website. http://trc.virginia.edu/Publications/Teaching_Concerns/

Faculty who are interested in writing a book or journal article review for the *CTLA Update* newsletter should contact Rachel Preisinger (x143) or email their review along with bibliography information to rpreisinger@nwhealth.edu. This is a great way to share valuable resources with your colleagues!

Reviewed by Mandy Hege
TRC Graduate Student Associate
University of Virginia

The Digital Teaching Portfolio Handbook: A How-To Guide for Educators

Clare R. Kilbane and Natalie B. Milman

Allyn & Bacon (2003)

ISBN-13: 9780205343454

<http://www.ablongman.com/catalog/academic/product/0,1144,0205343457,00.html>

Teaching portfolios are often used by individuals who are new to the job market, those who are candidates for tenure or promotion, and others who wish to document their professional accomplishments. Typically, a teaching portfolio contains a reflective statement on teaching, samples of teaching style such as syllabi and exams, and evidence of teaching effectiveness such as student evaluations. The magic of the teaching portfolio is that it allows for the accurate substantiation of the complex process of teaching. In *The Digital Teaching Portfolio Handbook: A How-To Guide for Educators*, Kilbane and Milman present the digital format as an alternative method of creating and maintaining this useful archive.

In the first four chapters, the authors make a case for digital teaching portfolios (DTPs). They describe advantages of DTPs such as portability, demonstration of technological skill and creativity. In addition, Kilbane and Milman consider the benefits of DTPs for instructors and administrators at different levels of experience. They provide a wellbalanced discussion, even examining disadvantages of the digital format such as knowledge and skill requirements, expensive equipment, and professional support. In this section, a list of online resources containing samples of DTPs is provided.

In Part Two, Kilbane and Milman outline the process of creating the DTP and provide the following stages of development:

- Planning
 - Identifying the purpose for and intended audience of the portfolio

- Establishing a framework for the presentation of information, which can be around standards, around a theme, or around a question
- Considering Contents
 - Collecting, selecting, and reflecting on contents
 - Choosing “professional artifacts” that may be effective ingredients in a DTP
- Designing
 - Organizing contents
 - Selecting a design tool (e.g., Netscape Composer or PowerPoint) and creating files
- Evaluating
 - Appraising the formative development of the DTP
 - Assessing the cumulative effectiveness of the DTP after the development stage
- Publishing
 - Choosing a publishing method such as World Wide Web using File Transfer Protocol (FTP), CD or DVD, or Zip or Floppy Disk

Part Three describes guidelines to be considered *before* designing a DTP. The authors introduce the Digital Teaching Portfolio Commandments, which include, “If it is nice, save it thrice” and “Protect the privacy of your students and colleagues.” In this section, several design tools are reviewed, including HyperStudio, Acrobat, and e-Portfolio. Also included is a discussion of factors that influence the selection of a design tool, such as availability of tool and difficulty of use, and an elaboration on hardware and other production tools, such as multimedia computers, scanners, digital cameras, and mass storage devices (e.g., SCSI drives, CD-RW, and DVD-R). This chapter resembles a short computer lesson and may be redundant for those who are already computer savvy. The book’s final chapter presents principles of graphic design such as contrast, repetition, alignment, and proximity.

Overall, this handbook is well-structured, well-written, and highly organized. Readers can locate topics of interest with ease, thanks, in part, to the chapter summaries that have been provided. Some readers may

dislike the way in which the book resembles a textbook: each chapter contains a “Check Your Understanding” section with review questions, which adds to the coherence of the book but does not seem appropriate for a reference book. Instead of being studied cover-to-cover, the book should be perused for its many relevant tips, resources, and activities. Not only is it a terrific reference book, it is a workbook of sorts as well. There are several Activity sections that provide the reader with the opportunity to practice using the information s/he has just learned. This “hands-on” approach is effective and applicable to individuals at all levels of teaching experience, regardless of discipline.



Assessment Resources

AAHE Principles of Good Practice for Assessing Student Learning

#2: Assessment is most effective when it reflects an understanding of learning as multidimensional, integrated, and revealed in performance over time. Learning is a complex process. It entails not only what students know but what they can do with what they know; it involves not only knowledge and abilities but

values, attitudes, and habits of mind that affect both academic success and performance beyond the classroom. Assessment should reflect these understandings by employing a diverse array of methods, including those that call for actual performance, using them over time so as to reveal change, growth, and increasing degrees of integration. Such an approach aims for a more complete and accurate picture of learning, and therefore firmer bases for improving our students' educational experience.

Additional Principles of Good Practice can be viewed on the CTLA website.

<http://www.nvhealth.edu/ctl/asmnt/ninepgp.html>

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CTL Advisory Group

If you have suggestions or questions, please feel free to contact any of the Advisory Group members listed below:

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Jonathan Williams	ext. 271	Chiropractic
Verena VanFleet	ext. 289	Chiropractic
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