

SPECIAL
POINTS OF
INTEREST:

- **NEW** Integrative Healthcare Educational Collaboration Grants program initiated by CTL Advisory Group
- Faculty Excellence Award Nominations due June 1st!
- More than 50 faculty members attend Online Teaching Faculty Development Seminar

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CTLA Update

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Integrative Healthcare Collaboration

The CTL Advisory Group has developed a new Integrative Healthcare Educational Collaboration (IHEC) Grants program. Faculty members from at least two of the University's major programs are invited to collaborate on the design and implementation of integrative healthcare projects. Once a pro-

ject has been designed, participating faculty members can apply for CTLA funding for project expenses. Funding may also include a small stipend for participating faculty and staff members. The grant review committee will consider applications for funding starting this year. Initial intent forms will be

due in the fall term followed by full proposals in the winter term. Please consider this exciting new opportunity to collaborate with your colleagues! The IHEC grants program will be officially announced in June, once budgets have been set for the coming academic year.

Upcoming Faculty Development Activities

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

Brown Bag Presentation:

Personal Response Technologies

Date: May 17, 2007

Presenter(s):

Dr. Verena Van Fleet & Chu Vang

Location: L3

Brown Bag Presentation:

Topic to be determined

Date: July 26, 2007

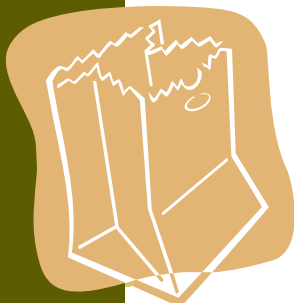
Presenter(s):

TBD

Location: L3

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

Brown Bag Review



A total of 10 faculty members attended the March 15th Brown Bag Seminar, titled "Building and Maintaining Motivation in the Online Classroom." Attendees viewed a DVD recording

of the Magna Publications Online Seminar. The presenter, Errol Craig Sull, is an online composition instructor with Excelsior College and has developed online teaching activities that are used at over 200 colleges and universities throughout the United

States and Canada. His presentation explored ways of making an online course "come alive" for students in order to encourage their participation and enthusiasm. The DVD of the presentation is now available in the Greenawalt Library.

Faculty Development Day Review

Spring into Online Learning: Small Steps, Big Rewards

Chery Takkunen and Jo Olsen

College of St. Scholastica

April 30, 2007

A total of 51 administrators, staff, and faculty members attended the Faculty Development Seminar on April 30th. The visiting presenters from the College of St. Scholastica discussed common misconceptions about online learning, online teaching strategies, assessment, and learning styles. They provided opportunities for attending faculty members to create plans for integrating online learning into their own courses and encouraged small group discussions. The presenters have created a Moodle course space where their powerpoint presentation will be available for faculty to access along with additional resources. For

those who do not yet have access to Moodle, the powerpoint slides will also be available online on the CTLA website through the Faculty Development Seminars page.

Following the morning seminar, each of the three program Deans met with their faculty. The Chiropractic faculty learned how to use the new Personal Response Technologies system to create more interaction with students in the classroom. They also briefly discussed the online course evaluations now available for use.

The Massage Therapy faculty were updated on the several new clinical community relationships. They continued discussions on the implementa-

tion of a comprehensive final exam, which they hope to administer by the end of the Fall 2007 term. They also revised their mission statement, which they plan to unveil within a few weeks.

MCAOM faculty members were updated on Moodle and the FDA draft guidance paper on herbs. They discussed the MCAOM attendance policy as well as curriculum items and course structures. They were notified of the self-study that will begin next summer in preparation for the ACAOM accreditation site visit the following year. Finally, they discussed the 2008-2010 catalog and were updated on special accommodations and testing room procedures.

Journal Article Reviews

Did you miss the bi-weekly journal article reviews last term? You can view them all online by visiting the CTLA website.

Faculty are invited to review interesting journal articles they have encountered as a way sharing helpful information with their colleagues. All articles reviewed are available in NWSU's Greenawalt Library. If you encounter an interesting article and/or are

interested in writing a review, please contact Rachel Preisinger.

Reviews should be brief, summarizing the most important or valuable points in the article.

You can view past Journal Article Reviews online by visiting the CTLA website:

<http://www.nwhealth.edu/ctl/journalrv.html>

Articles Recently Reviewed:

Kamel Boulos MN, Maramba I, Wheeler S. Wikis, blogs and podcasts: a new generation of Web-based tools for virtual collaborative clinical practice and education. *BMC Medical Education*. 2006; 6:41

Seehusen DA, Miser WF. Teaching the outstanding student. *Family Medicine*. 2006; 38:731-735

Journal Article Access:

<http://gateway.ovid.com>

<http://www.biomedcentral.com>

<http://www.youseemore.com/nhsu/journals.asp>

Assessment Resources

AAHE Principles of Good Practice for Assessing Student Learning

#3: Assessment works best when the programs it seeks to improve have clear, explicitly stated purposes.

Assessment is a goal-oriented process. It entails comparing educational performance with educational purposes and expectations -- those derived from the institution's mission, from faculty intentions in program and course design, and from knowledge of students' own goals. Where program purposes lack specificity or agreement, assessment as a process pushes a campus toward clarity about where to aim and what standards to apply; assessment also

prompts attention to where and how program goals will be taught and learned. Clear, shared, implementable goals are the cornerstone for assessment that is focused and useful.

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

(<http://www.nwhealth.edu/ctl/asmnt/ninepgp.html>)

The document from which this was borrowed] was developed under the auspices of the AAHE Assessment Forum with support from the Fund for the Improvement of Post-secondary Education with additional support for publication and dissemination from the Exxon Education Foundation. Copies may be made without restriction.



“Clear, shared, implementable goals are the cornerstone for assessment that is focused and useful.”

Authors: Alexander W. Astin; Trudy W. Banta; K. Patricia Cross; Elaine El-Khawas; Peter T. Ewell; Pat Hutchings; Theodore J. Marchese; Kay M. McClenney; Marcia Mentkowski; Margaret A. Miller; E. Thomas Moran; Barbara D. Wright

Book Review

This month's review was written by Alena Nye-Knutson and published with permission from the University of Virginia's *Teaching Concerns* newsletter.

http://trc.virginia.edu/Publications/Teaching_Concerns/

There are a variety of other book reviews for faculty development resources on the *Teaching Concerns* website.

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 Rachel Preisinger in the Office of Institutional Effectiveness. This is a great way to share valuable resources with your colleagues!

Creating Significant Learning Experiences:

L. Dee Fink

Reviewed by Alena Nye-Knutson

University of Virginia

To improve the quality of higher education, it is necessary to improve the quality of learning. This seemingly obvious point is central to the integrated,

goal-oriented approach to course design advocated by L. Dee Fink in *Creating Significant Learning Experiences*. Traditional methods of teaching, he argues, are insufficient because they focus on information, not transformation, and on teaching rather than learning.

Due to the rapidly expanding and constantly variable amount of information now available in almost every field, Fink contends that it is both impossible and impractical to continue teaching according to a content-based paradigm. The most vital lesson students now need to learn is how to *continue* learning long after course-work is over—in essence, how to become "self-directed learners" (161). Fink avoids offering up teaching "tips" and instead outlines a new teaching "strategy," which he believes can, over time, transfigure higher education from the foundation up. This process begins, according to Fink, where all courses begin—with the syllabus (130).

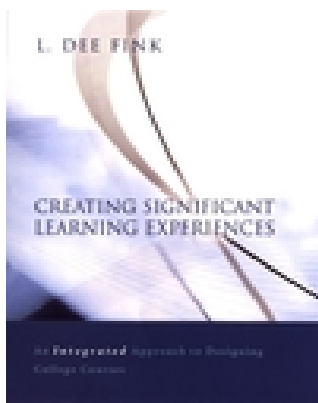
The concept of "significant learning" seems, at first glance, too subjective and slippery to be used as the measuring stick against

which all higher education should be assessed and rebuilt. Perhaps anticipating this criticism, Chapter One is devoted to explaining exactly what Fink means by this phrase and how he thinks it is possible both to create and measure "significant learning." Learning, he maintains, requires both a *process* and a measurable *outcome*. "Significant" learning, then, indicates a student who is both engaged in the process and who experiences valuable lasting change (e.g., professional development, enhanced awareness, personal enrichment, leadership abilities, and so on). While his definitions of the proper goal or measurable outcome of learning remain somewhat abstract, Fink convincingly argues that an improved process necessarily leads to improved outcomes. The key then is to *design the desired outcomes into the process*.

Alongside his argument for significant learning, a secondary goal of the book is to organize existing research on pedagogy into a coherent and practically applicable teaching philosophy centered on Fink's notion of integrated course design. Chapters

"The key then is to design the desired outcomes into the process."

Book Review *(continued from page 4)*



Two through Five define a new pedagogical taxonomy more appropriate to his proposed learning-centered paradigm (27). This taxonomy enumerates six dimensions of significant learning, and consequently, of integrated course design: Foundational Knowledge, Application, Integration, Human/Social Dimension, Caring/Valuing, and Learning

How to Learn (30). Fink recommends that instructors begin planning their courses not with a list of topics, but by asking themselves, "What do I hope students will have learned, that will still be there and have value several years after the course is over?" (63). The answers to this question help define for each course what is most significant and become the learning goals around which the syllabus is designed. The final chapter, by far the most abstract, delves into Fink's own teaching philosophy and leaves readers with his thoughts on spirituality, citizenship and community. The most helpful section of the entire book, however, is saved for the excellent step-by-step

course "Decision Guide" to be found in Appendix A. These six pages are the distilled essence of Fink's course design strategy. Modeling his own process, the appendix offers his readers an opportunity to peruse Fink's desired outcome. In keeping with Fink's concept of learning-centered backward design, I recommend starting with the appendix to help identify what you find most significant, then working your way backward through the book.



Teaching Concerns
A newsletter for faculty and teaching assistants

Faculty Excellence Awards

Every year we recognize those faculty members who go above and beyond expectations to show true excellence. Faculty members have the opportunity to nominate one another to receive monetary awards in one of three categories: Excellence in Teaching, Clinical Excellence, or Excellence in Research, Scholarship and Creative Activities. This year's faculty excellence nomination forms are now available on the CTLA website, along with information about each

award category and a list of past recipients (www.nwhealth.edu/ctl/awards22.html). Completed nomination forms are due to Dr. Noni Threinen in the Office of Institutional Effectiveness by **Friday, June 1st!** Awardees will be announced at the Faculty Honors luncheon, which will be held on **Tuesday, June 26th**. The luncheon will be held in the Cafeteria Conference Room from **noon until 1pm**. All faculty are invited to attend. Lunch will be provided. Please

join us in celebrating the achievements of all faculty members with your colleagues.



CTL Advisory Group

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Roni Evans	ext. 154	Research (WHCCS)
Dian Larson	ext. 463	Library
Denise Radcliffe	ext. 371	Massage Therapy
Greg Steinke	ext. 110	Audio Visual
Noni Threinen (<i>chair</i>)	ext. 277	Institutional Effectiveness
Verena VanFleet	ext. 289	Chiropractic
Jonathan Williams	ext. 271	Chiropractic



Please feel free to contact any of the named committee members with suggestions or questions!

University Assessment Committee

Mary Berg	ext. 453	Chiropractic
Pat Casello	ext. 202	MCAOM/Massage Therapy
Renee DeVries	ext. 239	Chiropractic
Don Eggebrecht	ext. 380	Chiropractic
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Jane Richardson	ext. 288	Chiropractic
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TEACHING, LEARNING
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What do you think of our new CTLA Update newsletter format? Your feedback will help us to improve this publication. Please email rpreisinger@nwhealth.edu with any comments. Thanks!