



## CTL UPDATE



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### Special points of interest:

- **Save the date Faculty Development Day and Faculty Excellence Awards!**

## Faculty Development Day

Mary Hadley, Associate Professor of Chemistry from Minnesota State University, Mankato and Jeff Pribyl, Professor of Chemistry from Minnesota State University, Mankato presented Tools for the Teaching Toolbox: Guided Inquiry and Team-Based Learning to sixty-six faculty on Monday, May 4th, 2009. Mary and Jeff demonstrated how they have changed the culture of their classrooms from instructor-centered to student-centered. NWHSU faculty learned how to use and develop a plan for introducing student-centered activities in their classrooms.

If you would like a copy of Process Oriented Guided Inquiry (POGIL) and Team based Learning (TBL) resources please contact Jenna Gall.

Mary Hadley and Jeff Pribyl's presentation is posted in the Faculty Resource Room in Moodle. If you have any questions or comments about the presentation, please contact Jenna Gall at [jgall@nwhealth.edu](mailto:jgall@nwhealth.edu) or x143.

## Fall Faculty Development Day Events!

Franklin Medio, PhD. will be leading NWHSU two Faculty Development Day events this year. The first is a special program for clinical faculty—Faculty Development Day is “Clinical Teaching-Team Leader Model” on August 6th. Dr. Medio will describe important information to incorporate into a clinical rotation orientation, including the Six Elements of Professionalism, the Six Principles of the Adult Learner Model and techniques to get learners to take more responsibility for their learning. He will also describe the five principles of clinical learning and techniques to apply them in daily patient care activities and the characteristics of the team leader model for clinical teaching. He will explain the difference between the “expert” and the “coach” methods for teaching clinical skills along with how the Five-Stage “Learning Curve” can be used to assess and address the needs of learners.

Dr. Medio will be visiting NWHSU again on September 8th for all faculty presenting on “Improving Classroom Teaching using the Adult Learner Model.”

More information on the September 8th Faculty Development Day topic and his biography will be coming in July.

The presentations will be available in the Faculty Resource Room in Moodle and a copy of the Powerpoint will be located in the Office of Institutional Effectiveness. If you have any questions or comments about the presentation, please contact Jenna Gall at [jgall@nwhealth.edu](mailto:jgall@nwhealth.edu) or x 143



*“He that never  
changes his  
opinions, never  
corrects his  
mistakes, and  
will never be  
wiser on the  
morrow than he  
is today”  
~ Tryon Edwards*

## Journal Article Review

Review done by:  
Jenna Gall  
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In today’s society, employees are expected to be flexible problem solvers to attain and retain employment. They may also have the ability to analyze and solve technical, social, economic, and scientific programs that are crucial for the fast-past work environment. These skills are not always attained in the classroom through books, taking notes, and listening to lectures. So how does the teacher help students develop these skills through learning in the classroom? The answer is active learning.

Rich environments for active learning (REALs) bridge the gap between higher education and employment requirements. REALs a. encourage responsibility and decision making in the student, b. promote meaningful and information rich contexts through study and investigation, c. create dynamic activities that promote a high level thinking process in the classroom. This would include problem solving, experimentation, creativity, discussion, and the examination of multiple perspectives within a topic. Further description for each element follows:

a. **Encourage responsibility and decision making in the student:** In a typical classroom environment, the instructor provides the following to the student: what they will learn, how they will learn it, the questions that have to be answered within the assignment, what resources need to be used, and when the assignment is due. Everything is mapped out for the student with nothing left for speculation or the imagination. The teacher then evaluates the student’s work determining if they followed the criteria. The instructor is doing most of the work and most of the learning. The student’s role is to receive information and participate in algorithmic activities instead of participating in higher learning activities that promote problem solving skills, creativity, and discussion on a certain topic. To encourage responsibility and decision making in the student, the teacher needs to allow students to ask question and set goals to determine what they already know. Students need to build on their previous knowledge by asking questions to gain new information. The students need to manage their own learning activities to achieve their goals. A learning plan should describe resources, deadlines, priorities, and proposed learning outcomes. Students need to write down their plans to serve as a reference during learning activities and to assess if they have achieved their goals. Instructors are to provide a level of support depending on the maturity and ability level of the student and they must assist the student to reflect on their plans, failures, successes and experiences.

Students should also develop metacognitive awareness which means “the learners are thinking about the effectiveness of the learning strategies they are using during learning activities.” Metacognitive strategies should make the student aware of how they are learning and the strategies they use to learn. The student should be reflective in their process and ask themselves, “What am I doing? Is it working? If it isn’t, what are my other options?” Teachers might see signs of frustration but they have to refrain from telling students what to do next. The instructors need to guide the students by helping them understand their frustration and to help improve the learning strategies they are using.

b. **Promote meaningful and information rich context through study and investigation:** Typically, students are presented with information they need to memorize for a exam or quiz rather than use their higher-level thinking or problem solving skills. Two main instructional issues need to be addressed in order to make learning meaningful to the student. 1. How can the instructor help the student apply information they have learned and 2. How can the instructor make the need and reason for learning the information relevant.

The instructor can help the student understand the connection between new knowledge and existing knowledge by asking them to describe the relationship between the new and existing information. The student can describe the information through text, visuals, analogies, oral discussion, and computer based mind tools. To provide meaningfulness to the content, the information needs to mimic realistic situations. The students actually learn by doing task that reflects reality. This also answers the student’s question of “Why do we need to learn this stuff?”



*“You can judge  
your age by the  
amount of pain  
you feel when  
you come in  
contact with a  
new idea”  
~ Pearl S. Buck*

Any information the instructor presents needs to be learned in multiple ways. Some students learn better individually than in groups. Others like to read instead of listen. Instructors need to provide students with a variety of learning activities that are connected to realistic situations to become capable problem solvers.

c. **Create dynamic activities that promote a high level thinking process in the classroom:** In order for students to connect the classroom-workplace gap, the student must be able to utilize their problem solving skills under complex circumstances, participating in higher-level learning activities. Student must be engaged in their construction of knowledge to be prepared for employers' expectations instead of being told what to know about certain information content.

REALs provide students with support so they become comfortable and skilled at approaching new knowledge construction activities including: "ambiguous information, authentic, open ended problems with the natural uncertainty, complexity, and ill-structuredness intact, controversy and argumentation, and judgments and decision-making."

A good learning activity is to present the students with a open-ended scenario and have them interpret and predict what would happen next. They would also need to describe how they made their predictions including the evidence presented in the scenario that led them to the hypothesis. The instructor needs to be clear that there are multiple answers to the scenario. Another activity for students is for the instructor to give them an opportunity to explore information on their own based on their needs and desires and allow them to explore new concepts. However, instructors need to encourage students to revisit the new information to consider how the information can be used in a variety of ways. Students should also be able to articulate and present ideas, perspectives, strategies, and tactics in public forums instead of presenting their ideas on paper and handing them in to the instructor. This will provide them with the skills of presenting their ideas and perspectives. when they are employee of a company.

REALs are a way to prepare students for the expectations of the real world. This is one example of bringing thoughts, ideas, and theories to guide teachers to develop a classroom environment that embraces reflection, problem solving, flexible thinking, and creativity. Instructors are responsible for preparing students for the workforce (*as professionals*) and have them become valuable employees.

Dunlap, Joanna C. and Grabinger, Scott R., "Rich Environments for Active Learning in the Higher Education Classroom." *Constructivist Learning Environments*. (1996)

All articles reviewed are available in the NWHSU's Greenwalt Library or in the IE office. If you encounter an interesting article and/or are interested in writing a review, please contact Jenna Gall (x143).

## Faculty Excellence Awards

On June 25th we will recognize those faculty members who go above and beyond expectations demonstrate excellence. Faculty members have the opportunity to nominate peers to receive recognition in one of the three categories: Excellence in Teaching, University Patient Care, or Excellence in Research, Scholarship and Creative Activities. Please provide specific examples on why he/she should receive the award on the nomination form. Nomination forms are on the CTLA website

<http://www.nwhealth.edu/ctl/awards22.html> by Monday, June 1st. Nominations may be sent to Dr. Noni Threinen via email or by campus mail.

## May's Brown Bag Presentations!

Dr. Paul Osterbauer, Dr. Renee DeVries and Dr. Mike Wiles presented Highlights of the 2009 ACC/RAC conference to twelve NWSU faculty on May 21st. Dr. Mike Wiles started the presentation with "NWSU at ACC/RAC." Dr. Paul Osterbauer introduced "Chiropractic Geriatric Residency: History and Future Directions" and Dr. Renee DeVries finished the presentation by discussing "Using the Appreciative Inquiry Model to Develop a Curriculum in Evidence-Informed Practice."

All presentations are available on DVD in the Greenawalt Library and the presenter's powerpoint will be on the CTLA website <http://www.nwhealth.edu/ctl/index/html>.

## 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 involved 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.nwhealth.edu/ctl/asmnt/ninepgp.html>)

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| Roni Evans            | ext. 154 | Research (WHCCS)            |
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| Noni Threinen (chair) | ext. 277 | Institutional Effectiveness |
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### University Assessment Committee

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