

CTLA Update

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Integrative Healthcare Collaboration Grant

The CTLA's new Integrative Healthcare Educational Collaboration Grant initial intent deadline has passed. However, the deadline for full proposals is still on the horizon. Full proposals need to be turned in to Dr. Noni Threinen by Tuesday, January 15, 2008, and grant recipients will be announced on March 15, 2008.

This new opportunity provides eligible faculty members collaborating on integrative projects, related to teaching and learning, with funding to support their new projects. Further information can be found at www.nwhealth.edu/ctl/intgrant.html.

The first grant cycle begins this year. This is an exciting opportunity for two or

more programs to collaborate for the benefit of student learning. And, we anticipate engaging projects as a result of this initiative!

If you have any questions, please feel free to contact any CTL Advisory Group member.

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Upcoming Faculty Development Activities

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

Brown Bag Presentation:

Moodle Show and Tell

Date: November 15, 2007

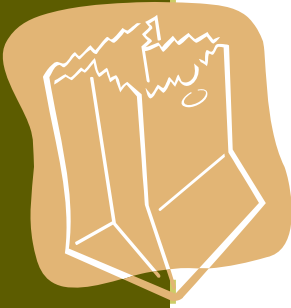
Presenters:

Beth Burgan, M.A., M.F.A.
and
Jeff Novak, D.C.

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 Reviews



Comparison of Traditional, Synchronous, and Asynchronous Learning Environments and Support for Online and Distance Learning

At the September 20th Brown Bag Presentation, where different learning environments were compared, a total of 11 faculty members attended. Mary Berg, Clinical Competency Assessment Coordinator, presented information that she had learned while attending the Distance Learning Conference held in Madison, Wisconsin.

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

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 NWHSU's Greenawalt Library. If you encounter an

interesting article and/or are interested in writing a review, please contact Angela Haug (x143).

Reviews should be brief, following the simple, standard format and summarizing the

Looking for Journal Articles? Check out these links:
<http://gateway.ovid.com>

www.biomedcentral.com

www.youseemore.com/

most important or valuable points in the article.

Articles Recently Reviewed:

Baerheim A., Hjortdahl P., Holen A., Anvik T., Fasmer O.B., Grimstad H., Gude T., Risberg T., Vaglum P., Curriculum factors influencing knowledge of communication skills among medical students. *BMC Medical Education*. 2007; 7:35.

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

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

Assessment Resources

AAHE Principles of Good Practice for Assessing Student Learning

#6: Assessment fosters wider improvement when representatives from across the educational community are involved.

Student learning is a campus-wide responsibility, and assessment is a way of enacting that responsibility. Thus, while assessment efforts may start small, the aim over time is to involve people from across the educational community. Faculty play an especially important role, but assessment's questions can't be fully addressed without participation by student-affairs educators, librarians, administrators, and students.

Assessment may also involve individuals from beyond the campus (alumni/ae, trustees, employers) whose experience can enrich the sense of appropriate aims and standards for learning. Thus understood, assessment is not a task for small groups of experts but a collaborative activity; its aim is wider, better-informed attention to student learning by all parties with a stake in its improvement.

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

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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

“Assessment can help us understand which students learn best under what conditions”

Book Review

This month's review was written by Bryan S. Schaffer for *The Journal of Effective Teaching: an online journal devoted to teaching* and published under the conditions of the Creative Commons license.

<http://www.unca.edu/et/books.htm>

“learning occurs most effectively when individual students' perspectives are valued, challenged, nurtured and reflected upon”

Faculty who are interested in writing a book or journal article review for the *CTLA Update* newsletter should contact Angela Haug (x143) or email their review along with bibliography information to Angela Haug in the Office of Institutional Effectiveness. This is a great way to share valuable resources with your colleagues!

Reviewed by
Bryan S. Schaffer
UNC Asheville

Learning in Real Time: Synchronous Teaching and Learning Online

Jonathan E. Finkelstein

Synchronous technology allows for communication in online education to take place in real time. Finkelstein's book is a timely con-

tribution for educators who now recognize that the synchronous delivery of curriculum through the Web and other audio/video outlets, if designed effectively, can be as useful as face-to-face interaction between student and teacher. The book delineates the specific contexts that are appropriate for live online education (as opposed to asynchronous interaction). For example, the need for dialogue or debate, the presence of information that is fast-changing, and the requirement for learning that involves rehearsal or demonstrations may all be indicators of suitable venues for synchronous instruction. Finkelstein effectively frames his guidelines for real-time online learning around established principles for good practice in college education. These principles include giving prompt feedback, encouraging active learning, communicating high expectations, and developing reciprocity and cooperation among students. The key here is for educators to maintain these types of best practices (which were established well before the Internet's revolutionary impact on education) even while they

experiment with new synchronous technologies.

Finkelstein provides a thorough explanation of the different types of tools that can be used during real-time education. He categorizes these tools according to whether they involve live text, live audio, or live video. For example, text-based tools include chat logs and instant messaging, live audio tools include 'voice over IP' and half duplex or full duplex technologies, and live video tools include split screen technology and virtual whiteboards. An extremely useful section of the book focuses on different real-time learning venues. Classrooms on a physical campus are designed according to students' needs. In the same way, synchronous venues should be aligned with the specific requirements of the courses being taught. Finkelstein provides a tour of the different features associated with multiple online venues. These venues include chat rooms, multi-user virtual environments (MUVE), virtual reference desks, virtual offices/meeting rooms, virtual classrooms, interactive webcasting, broadcasting, and in-class online aids.

Book Review *(continued from page 4)*

Perhaps the most interesting and useful part of the book is the chapter that presents real-time online learning activities. Finkelstein focuses on how instructors can choose appropriate approaches for a given situation, while maintaining the responsibility to make the best use of students' time together, live online. In this chapter, nine different activities are presented along with their specific uses and purposes. Finkelstein outlines suitable venues for these activities and describes the specific tools (technologies) that are required. He also offers informative examples and key tips for implementing the activities successfully. One of these activities is called 'Solo Fishbowls.' In this activity, students are given a portion of a shared workspace or virtual

whiteboard, "where they work independently to respond to a problem or complete a task while in the virtual presence of a small group of peers." Other activities include: Magnetic Brainstorms; Stone Soup; Paired Dyads; Cracker Barrels; Live Blogging and Cclogging; Expeditions and Virtual Training Labs; and, Multiple Venue Presentations.

Finally, Finkelstein provides instructors with some practical strategies for facilitating synchronous online learning activities. Simple guidelines such as being a good host, using virtual 'body language,' and being prepared to manage crises in the online environment, will help instructors effectively manage their online classrooms. **Learning in Real Time**

is an invaluable resource for instructors who want to take advantage of synchronous technologies in their online courses. The book provides guidance for how educators can embrace the latest online technologies while still maintaining sound principles of classroom instruction.

CTL Advisory Group

Pat Casello	ext. 202	MCAOM/Massage Therapy
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Dian Larson	ext. 463	Library
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Greg Steinke	ext. 110	Audio Visual
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Verena Van Fleet	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

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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 ahaug@nwhealth.edu with any comments. Thanks!