

CTLA Update

January 2007 Newsletter

Upcoming Faculty Development Activities – *on campus*

Brown Bag Seminars:

JANUARY 16th, 2007

Topic: Moodle at NWSU

Presenters: Moodle Committee Members

Details: Noon-1pm in L3

FEBRUARY 16th, 2007

Topic: Student Disabilities

Presenter: Barbara Blacklock

Details: Noon-1pm in L3

JANUARY 18th, 2007

Topic: Assessment Institute and Collaboration for the Advancement of College Teaching and Learning Conference Reports

Presenters: Sher Demeter, M.Ac.; Julia Bartlett, D.C.; Pat Casello, D.C.

Details: Noon-1pm in L3

MARCH 15th, 2007

Topic: TBD

Presenter: TBD

Details: Noon-1pm in L3

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

Upcoming Faculty Development Activities – *off campus*

Collaboration Winter Conference:

Transforming Student Learning for a Global Society

February 16-17, 2007

Sheraton Bloomington Hotel

Northwestern has a membership with *The Collaboration for the Advancement of College Teaching and Learning*. As a member institution, we are able to offer our faculty members a discounted rate for Collaboration conferences. More detailed information about the upcoming conference is available on the Collaboration website (www.collab.org). If you are interested in

attending the conference, please contact Dr. Noni Threinen (x277) by Tuesday, January 16th.

Faculty Development Day Review

Integrating Moodle Into Your Courses

Velma Lashbrook, Ed.D.

January 2, 2007

There were 58 faculty and staff present at the January 2nd Faculty Development Seminar about Moodle and online teaching and learning. Velma Lashbrook, Ed.D., currently teaches part-time at Augsburg College and the University of Phoenix Online. She has incorporated online learning activities in her classes since 2001. Using Moodle course examples from Augsburg College, she demonstrated ways that Moodle can be used to enhance classroom learning.

Following Dr. Lashbrook's presentation, faculty members met with their program Deans. The MCAOM program discussed the progress of the Western Biomedicine Task Force and received an update from the Dean on a variety of program and university initiatives.

The Massage therapy program also received a number of updates on program and university activities. They discussed how their partnerships with area hospitals are evolving, including plans for T2 preliminary hospital rotations. There were also discussions about ways to use electives to gradually expand and diversify the Massage Therapy curriculum given the scaled back changes planned for 2007.

Chiropractic faculty discussed their own 2007 initiatives as well. Initiatives will include: utilizing tools and techniques for enriched pedagogy, creating meaningful and up-to-date syllabi, maintaining administration and organization for excellence, and finally, providing intentional leadership by promoting healthy posture in the light of the "Straighten Up America" initiative.

Brown Bag Seminar Reviews

Library Catalog

Ann Kempke, M.S.

November 16th, 2006

Eight faculty and staff attended the November 16th Brown Bag Presentation. Ann Kempke, Technical Services Librarian, demonstrated helpful features of the new online library catalog. Attendees learned to perform a basic search by title, author, or keyword as well as more advanced Boolean searches. Ann also demonstrated uses of the "Browse Search," which can enable faculty to create an alphabetized list of resources from a very broad search term. She distributed helpful handouts explaining several additional catalog-related instructions. Please visit the CTLA website to view or print these documents.

Personal Response Technology

Elissa Shaner

November 30th, 2006

Twenty-one faculty, staff and administrators attended the Personal Response Technology Brown Bag presentation on November 30th. Elissa Shaner, a representative from Turning Technologies, demonstrated the personal response system and its potential applications in the classroom.

The system, which is integrated in powerpoint, would allow faculty to poll students and produce excel reports based on the results. Questions could even be linked to University Learning Outcomes so that, over time, it would be possible to track student progress by outcome. Brown Bag attendees were able to try the technology using small, wireless devices to submit answers to poll questions.

The DVD recording of this presentation will be available in the Greenawalt library. Additional information related to the presentation is available on the CTLA website.

CTL Advisory Group Initiatives

Journal Reviews

The new Journal Review initiative began this month! Faculty are invited to review interesting journal articles they have encountered as a way sharing helpful information with their colleagues. The first few reviews will be written by CTL Advisory Group members and sent to all faculty via email every two weeks.

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 (only one or two paragraphs), summarizing the most important or valuable points in the article.

UAC Initiatives

The University Assessment Committee spent the Fall Trimester completing the University Learning Outcome criteria. Criteria for Outcome #1, Effective Communication, were developed last year and criteria for Outcome #8, Competence in one's Discipline, were

completed separately by each program. This year, criteria for Outcomes 2-7 were completed and presented to the Academic Council for review and approval. These criteria will eventually be distributed to all programs for use in evaluating student learning.

Journal/Book Review

This month's review was written by Dr. Tony Frisby and published with permission from *JEFFLINE Forum*, an online publication of Thomas Jefferson University. There are a variety of other resources for faculty development resources on the *JEFFLINE* website. (<http://jeffline.jefferson.edu/Education/forum/06/10/articles/book-review.html>).

Faculty who are interested in writing a book or journal article review for the 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 Dr. Tony Frisby
Thomas Jefferson University*

Effective Teaching with Technology in Higher Education

A.W. Bates and Gary Poole
John Wiley & Sons, 2003
ISBN: 978-0-7879-6034-6

Effective Teaching with Technology in Higher Education (ETHE) is one of two books I currently use in the Technology & Instruction course I teach (Jefferson College of Health Professions, General Studies). Besides providing a historical perspective on how different technologies have succeeded or failed (and possibly why) it presents what skills are needed to select and use educational technology resources effectively and what support staff instructors might look for on campus. Potential readers are faculty looking for how they might find and use technology to support learning in their courses, instructional developers without formal instructional design training, and university administrators interested in how to build a support structure for faculty use of educational technologies.

ETHE is divided into three sections discussed further below.

Fundamentals of Educational Technology is the first section and begins with a short history of technologies used in education. It identifies a number of familiar technologies that did well and some that didn't live up to expectations. This section also includes a summary of a number of educational theories and the impact they've had on the way educators teach. It touches briefly on educational psychology and how learner's needs have changed since the industrial revolution - the period from which most of our formalized educational practice is based upon. A nice component for new designers is the introduction to current learning models based on systems design and constructivism. The Fundamentals section concludes by presenting a framework for selecting appropriate technologies for different educational goals.

The second and largest section is: Course Design, Development, and Delivery. Appropriately, the course design segment begins by helping the instructor consider the ways they can incorporate technology throughout a course. One of things I like about the ETHE text is that it doesn't presume the end goal of all instruction is a computer-based educational program. It has suggestions for how traditional classroom instruction can benefit from the use of educational technologies, both in delivery, and in student support activities. Faculty can benefit from the suggestions and structured design approach whether they are developing a single live lecture, a computer-based learning module, a traditional course or a distance learning course.

Change & Stability in Teaching Technology is the final section. Here the authors acknowledge that technology is constantly changing and faculty need to revisit their course or program designs frequently to ensure they're still meeting their goals. It provides some insight on how faculty might structure their instructional elements to help ensure they'll be reusable with future technologies.



Assessment Resources

AAHE Principles of Good Practice for Assessing Student Learning

#1: The assessment of student learning begins with educational values. Assessment is not an end in itself but a vehicle for educational improvement. Its effective practice, then, begins with and enacts a vision of the kinds of learning we most value for students and strive to help them achieve. Educational values should drive not only *what* we choose to assess but also *how* we do so. Where questions about educational mission and values are skipped over, assessment threatens to be an exercise in measuring what's easy, rather than a process of improving what we really care about.

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

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

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

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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:

Karen Brezinka	ext. 371	Massage Therapy
Dian Larson	ext. 463	Library
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Verena VanFleet	ext. 289	Chiropractic
Pat Casello	ext. 202	MCAOM/Massage Therapy
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University Assessment Committee

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