

SPECIAL
POINTS OF
INTEREST:

- Faculty Development Day
- Integrative Healthcare Educational Collaboration Grant initial intent deadline

INSIDE
THIS ISSUE:

Brown Bag Reviews	2
Faculty Development Day	2
Journal Article Reviews	3
Assessment Resources	3
Book Review	4-5
Collaboration Conference Information	5
Committee Members	6
CTLA Contact Information	6

CTLA Update

VOLUME 5, ISSUE 7

SEPTEMBER 2007

Integrative Healthcare Collaboration Grant

The CTLA's new Integrative Healthcare Educational Collaboration Grant deadline for initial intent is rapidly approaching. A short letter of intent, available on the CTLA website, will be due to Dr. Noni Threinen by Monday, October 15, 2007. 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. Full proposals will be due on Tuesday, January 15, 2008, and grant recipients will be announced on March 15, 2008.

This is an exciting opportunity for two or more departments or 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 .

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:

*Time Management for Online Teaching
and*

How to Use Camtasia

(Camtasia captures and records actions and sounds from a Windows desktop, allowing the user to edit and publish this footage for multiple purposes, such as: computer-based training, technical support and demonstrations.)

Date: October 18, 2007

Presenter: Glori Hinck, RD, MS, DC

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

Plagiarism and Copyright Laws

At the July 26th Brown Bag Presentation about Plagiarism and Copyright Laws, a total of 16 faculty and staff members attended. Anne Mackereth, Public Services Librarian, defined plagiarism, which can mean copying text verbatim or lifting select phrases or

passages and pawning them off as one's own. In an effort to prevent the perils of plagiarism, one should always cite their source or sources. In addition to defining plagiarism, Ms. Mackereth provided a handout with excellent resources for further inquiry, which can be found at the CTLA website.

Della Shupe, Director of Library Services, presented valuable information on the complexities of Copyright Laws. She defined the factors that constitute Fair Use. For those interested in learning more about the intricacies of Copyright Laws, Ms. Shupe provided a handout, which can be found at the CTLA website.

Faculty Development Day

On September 4th, David Hunt, J.D., the President and CEO of Critical Measures, a company that consults and trains in cultural competency, presented to a packed Cafeteria Conference Room; a total of 56 faculty members attended.

His presentation on *Diversity and Cultural Competence in Health Care* began with an overview of the latest statistics on demographic changes in the United States and Minnesota. In addition, Mr. Hunt highlighted the need for cultural awareness and competency skills especially in health-care settings. Mr. Hunt ended his presentation by engaging his audience

with a thought provoking card game called BARNGA. Mr. Hunt created a mock tournament. Each table was given a set of rules and instructed to play a few games.

Then he took the rules away and instituted a new rule: no talking. As each table played, the winners moved on to another table with one goal in mind: play to win. However, as people moved from one table to the next it became abundantly clear that the rules of engagement differed at each table, which created confusion. Without the ability to communicate verbally, participants resorted to body language in an attempt

to get their points across. Most participants found this to be an unpleasant experience, and comments from participants ranged from getting frustrated to giving up.

Participants learned that Mr. Hunt's BARNGA game simulated the possible frustration felt when different cultures clash, which can and does happen within this multicultural and increasingly global world.

Most participants enjoyed David Hunt's knowledgeable and enthusiastic presentation. And, for those of you that missed it, a DVD copy will soon be available in the Greenawalt Library.

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:
2007 Medical Teacher

Davis J, Chryssafidou E, Zamora J, Davies D, Khan K, Coomarasamy A. Computer-based teaching is as good as face-to-face lecture-based teaching of evidence-based medicine: a randomised controlled trial. *BMC Medical Education*. 2007; 7:23.

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

#5: Assessment works best when it is ongoing not episodic.

Assessment is a process whose power is cumulative. Though isolated, "one-shot" assessment can be better than none, improvement is best fostered when assessment entails a linked series of activities undertaken over time. This may mean tracking the process of individual students, or of cohorts of students; it may mean collecting the same examples of student performance or using the same instrument semester

after semester. The point is to monitor progress toward intended goals in a spirit of continuous improvement. Along the way, the assessment process itself should be evaluated and refined in light of emerging insights.

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 publi-

cation and dissemination from the Exxon Education Foundation. Copies may be made without restriction.



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 Lorena Russell 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
Lorena Russell
UNC Asheville

Engaging the Online Learner: Activities and Resources for Creative Instruction.

Rita-Marie Conrad and
J. Ana Donaldson

For some readers the coupling of "engaged learning" and "online learning" may seem somewhat contradic-

tory. For some non-believers, the interface of an online course might seem destined for passive consumption and disengaged, even alienated learning. Conrad and Donaldson refute this notion by offering a concise and practical text focused on promoting interactive learning in an online environment. The authors argue that success in online courses demands students "be active knowledge-generators who assume responsibility for constructing and managing their own learning experience" (7). Towards this end, the book offers a structured approach to developing independent, active learning spaces where teachers serve as creative "activity architects" (12). The book would be most useful for those relatively new to teaching online courses or others who may have more experience, but who are seeking ways to increase student engagement in online learning.

The authors define engaged learning as collaborative learning where instructors and students work together. The text seeks to build on earlier work establishing the benefits of engaged learning

and combines that with previous research on developing online learning communities. The bulk of the book contains fifty or so practical activities collected from teachers throughout the US.

The emphasis in the book is thus less on theory and more on activities, although the authors do an excellent job in the early chapters establishing a theoretical framework for thinking about engaged learning in an online environment. They further offer a useful model for phasing in "levels of engagement," a progressive way for students to comfortably develop the confidence and skills needed for success. The authors advise early exercises that pair students in dyads before progressing to groups, and taking ample time for icebreakers at the beginning of a course. There is also a brief discussion on how to choose appropriate online tools, and a useful discussion on incorporating assessment.

Part two presents a range of widely-adaptable activities, games and icebreakers usefully arranged according to

Book Review *(continued from page 4)*

levels of facility and models of engagement. The first activities, for example, provide games for learning basic skills such as mousing and elementary principles of library research before progressing to activities designed towards developing motivated, independent and engaged learners.

Each exercise is organized according to task, objective, author and method followed by instructions and the activity author's note. I found the format useful, and especially appreciated those places where the author of the activity took the time to discuss potential pitfalls or concerns. One typical early exercise called "Summary Words" invites students to reflect on a completed unit and post whatever word or

expression comes to mind. They then enter as many words or expressions they can come up with in a discussion forum subject line. After 24 hours, students then review their classmates' responses and fashion their responses explaining the particular appeal or impact of one set of summary words.

The difficulty of the exercises progresses according to "models of engagement," so that "reflective activities" are superceded by "authentic activities" which finally lead up to "learner-led activities." While most of the activities are thoroughly described, I found some of the later descriptions opaque. One professor describes an exercise in

"authentic problem solving" whereby the instructor posts "a problem for your group to solve" every three weeks. An example of what might count as an "authentic problem" would have been useful. For the most part, though, the exercises are clearly presented and easily adaptable, making *Engaging the Online Learner* a useful text for those teaching web-based or web-augmented classes.

Fall 2007 Collaboration Conference

The Collaboration for the Advancement of Teaching and Learning fall conference will be held at the Sheraton Bloomington Hotel, located in Bloomington, MN, on November 16th and 17th.

This year's topic will be *PROMOTING DEEP LEARNING*:

Cultivating Intellectual Curiosity, Creativity, and Engagement in College.

The Center for Teaching, Learning and Assessment will not be able to provide funding for faculty attendance for this year's conferences. Budgets for faculty development are being provided

through each of the program deans this academic year. If you need more information, please visit the Collaboration website:

<http://www.collab.org/programsservices/conferences/Nov07%20Conference.htm>

CTL Advisory Group

Pat Casello	ext. 202	MCAOM/Massage Therapy
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
Thomas Braem	ext. 363	School of Massage
Jane Richardson	ext. 288	Chiropractic
Noni Threinen (<i>chair</i>)	ext. 277	Institutional Effectiveness
Sher Demeter	ext. 351	MCAOM



CENTER FOR TEACHING, LEARNING AND ASSESSMENT

Dr. Noni Threinen
Associate Vice President of Institutional Effectiveness
2501 West 84th Street
Phone: 952-888-4777, x277
E-mail: nthreinen@nwhealth.edu

Angela Haug
Administrative Assistant
2501 West 84th Street
Phone: 952-888-4777, x143
E-mail: ahaug@nwhealth.edu

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!