

Teaching Matters

The Teaching and Learning Center of the University of the Sciences in
Philadelphia

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2002 Fall Issue

Learning-centered teaching: Progress and Planning Phyllis Blumberg, Ph.D.

The major initiative of the Teaching and Learning Center for the 2002- 2003 academic year is learning-centered teaching. While the center will continue to hold or co-sponsor events on other topics and work with faculty one on one, learning- centered teaching will be a primary focus.

The Teaching and Learning Center has yearlong activities planned relating to this initiative. These activities include additional special workshops given by experts in learning-centered teaching, TableTalk discussions, travel grants to view this type of teaching elsewhere, and the annual Talking About Teaching.

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Save These Dates for Workshops on Learning-Centered Teaching

Wednesday, January 8, 2003
Dr. Barbara Millis, The Air Force Academy
Promoting and Assessing Deep Learning

Friday, January 10, 2003
Dr. Maryellen Weimer, Berks Leigh Valley College of Penn State
Five Key Changes to Practice to Implement Learner-Centered Teaching

Monday, March 10, 2003
Dr. Marilla Svinicki, The University of Texas at Austin
Practical implications of the Psychology of Learning

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The Teaching and Learning Center is an educational resource for all USP faculty who are interested in helping their students become more effective learners. It maintains a current collection of books and periodicals relating to teaching and learning and student assessment. The Teaching and Learning Center web page is www.usip.edu/teaching contains the schedule of Teaching and Learning Center events, the full collection of teaching tips and much more useful information.

Learning-centered teaching: Progress and Planning

(continued)

As a result of feedback from faculty and Alan Wright's presentations, I am advocating that we change the name of this initiative to learning-centered teaching. Student centered learning does not convey what we want to achieve and has more of a customer satisfaction tone to it. Learning-centered teaching places the emphasis on student learning while giving faculty an important role in this learning. Definitions of teaching include guiding the studies and instructing by example, precept or experience. These notions of teaching are contrasted with didactic instructing which means to direct authoritatively and on the basis of informed awareness.¹ Learning-centered teaching focuses on what the student is learning, how the learning is taking place, including the and the roles of the teachers and students in learning-centered environments, and how to effectively assess whether students have learned and can use the learning in new situations.² A culture of learner-centered teaching needs to exist within the larger student-centered learning and living environment. Table 1 on pages 3,5 contrasts learning-centered teaching with traditional teacher-centered instruction. This table reflects current faculty discussions, recent literature on learner-centered teaching²⁻⁹ and outside speakers^{3,6} who have come to USP.

Progress made at USP: To date, USP has made progress on several fronts to promote more learning-centered teaching. Faculty have implemented aspects of learning-centered teaching within their courses. For example, thirteen learning-centered teaching examples are described in the 2002 edition of the Document of Innovation. These innovations put the emphasis on student learning in different teaching and learning interactions and assessments. Eric Boyce, Peter Miller, Lois Peck and Shanaz Tejani-Butt asked their students in separate courses to create concept maps as a way to get students to engage in active and deep learning. Students in Glenn Rosenthal's and Ralph Turner's classes participated in simulations of real experiences to enable the students to discover the material to be learned. As a kickoff event, Dr. Alan Wright from the University of Quebec gave three presentations on the learner-centered environment, including a general overview, evaluation and assessment practices and developing self-directed learners, and led a discussion with the academic leadership group. (Summaries of these presentations are included elsewhere in this newsletter.) Over half of the full time USP faculty attended at least one of these sessions with Alan Wright.

Plans for this year: Three additional outside experts are coming. I will work with them to plan more interactive workshops on practical topics of interest to us and that each presents different aspects of learning centered teaching. Please let me know what you are particularly interested in working on. Barbara Millis from the Air Force Academy and an expert on promoting deep learning and student engagement will come on **Wednesday, January 8, 2003**, Maryellen Weimer from Berks Leigh Valley College of Penn State and who just published an excellent and practical book entitled *Learner-Centered Teaching: Five Key Changes to Practice* will work with us **Friday, January 10, 2003**, and Marilla Svinicki from the University of Texas at Austin and an expert on the psychology of learning will finish the series on **Monday, March 10, 2003**.

Table 1 Contrasts between learning-centered teaching and traditional teacher-centered instruction.

How are these questions addressed?	Learning-centered teaching	Faculty-centered teaching
What drives the system?	<i>Student- learning driven</i>	<i>Instructionally driven</i>
How are educational programs planned?	Planned consistency among objectives, teaching/learning transactions and assessments	Arbitrary alignment among objective teaching/learning transactions and possible inconsistencies
	Educational objectives determine instructional format, varied modalities	Traditional, instructor driven modalities lab, recitation, discussions predominant
What are the major roles for faculty?	Faculty enable students to learn effectively and efficiently in varied environments	Instructor conveys material
	Faculty become designers of learning environments for students, facilitators of active-learning by students	Faculty transmit information, provide helping students to mastery content
How are students taught?	Evidence-based support guide the principles of the teaching/learning transactions and assessments	Instructors teach largely based on what is taught
	Adaptation of teaching/learning transactions to accommodate students' learning styles, abilities, varied needs of diverse student population	Instruction tends to be 1 size fits all students must adapt to system to succeed
How are students exposed to new material?	Students directly involved in the discovery of knowledge, uses inquiry-based methods	Faculty are concerned with coverage amount of material, may be at the expense of understanding
How do students spend their time?	Students are actively engaged in their learning process	Students often are passive receivers
How do students study?	Engaged students foster deep learning (material integrated, many associations made among concepts, allows for understanding and reflection)	Students often learn through memorization not create meaning from the material
Why assess students?	Assessment is part of the learning process with students engaged in self-assessment and faculty giving constructive feedback on how to improve	Assessment is separate from learning make grade distinctions among the students
Can all students succeed?	Faculty show concern for well being and success of students. Adaptation of teaching and learning transactions to accommodate for various ways people learn, various abilities	Accepts idea that some students will succeed as well as others often because of a normal distribution curve

Learning-centered teaching: Progress and Planning

(continued)

Some of the TableTalk discussions for this year will focus on learning-centered teaching. On Tuesday, October 1 at noon and Monday, October 7 at 4 PM, Anne Marie Flanagan will discuss a student-centered exam preparation that she has tried. During these sessions we will discuss how this type of exam review can be used in other courses. The co-chairs of the Tactical Planning Group on Student-Centered Learning and Living, Aminta Breaux and Catherine Bentzley will hold an open forum to hear faculty input into that planning group's ideas, action steps and plans on Tuesday, October 15 at noon and Monday, October 21 at 4 PM. Andrew Peterson, Glenn Rosenthal and Peter Miller will be leading discussions on what are the philosophical implications of a culture of learning-centered teaching on Tuesday, November 12 at noon and Monday, November 18 at 4 PM. The annual Talking about Teaching Day, in May, 2003 will focus on this theme. We will showcase examples of learning centered teaching at USP and perhaps hold a faculty wide consensus conference on USP's definitions of learning-centered teaching, and what we can do to implement these ideas.

Individual or small groups of faculty may request small travel funds from the Teaching and Learning to visit another college to view first hand how learning-centered teaching is implemented in a specific course or program. In addition, departments may apply for a reverse travel grant to pay for a speaker from another college to work with faculty to implement learning-centered teaching. Faculty may apply for these travel funds the same way they can apply for the regular travel grants provided by the Teaching and Learning Center. See www.usip.edu/teaching/grants.html for more details on the application process.

In addition, the Teaching and Learning Center is coordinating a faculty Learning-Community on learning-centered teaching. This learning community will be composed of faculty volunteers who wish to learn in more depth about learning-centered teaching. While some faculty have volunteered, more are welcome to join the group. This learning community will review the literature, filter and disseminate what we learned to the campus at large, and in general serve as the leaders on this campus for learning-centered teaching. If the members of this learning community have time, we might write a scholarly article on specific aspects of learning-centered teaching, develop a draft of an implementation guide for learning-centered teaching at USP, and consider possible outcomes assessments.

Finally, I will work closely with the Tactical Planning Group on Student-Centered Learning and Living as that group develops the proposed action steps and budget for the next few years.

By the end of this academic year, I expect all of the faculty will have learned more about learning-centered teaching and be able to make some informed decisions about its appropriateness for own teaching, and our educational programs. Hopefully we will be implementing more learning centered teaching and assessment next year. This is a bold initiative, but I am confident that with continued faculty efforts, we can make progress toward changing our teaching and learning culture.

Learning-centered teaching: Progress and Planning

(continued)

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Outcomes - accountability is essential

Outcome domains	Desirable outcomes	Unsatisfactory outcomes
	Learning -centered teaching	May occur with faculty-centered teaching
What can students do with acquired knowledge?	Students are inquisitive explainer ⁹ Students are active users of knowledge ⁹	Students are fact collector ⁹ Students are repositories of inert knowledge ⁹
<i>Who is responsible for learning to occur?</i>	<i>Students take responsibility for their own learning</i>	<i>Faculty define what and how learning should occur</i>
Is there an end point to this learning?	Students become self-directed, lifelong learners	Learning about a discipline ends when the course is over
Why evaluate students?	Evaluation is used for purposes of feedback, improvement & making competency decisions about students	May evaluate content at the expense of other objectives such as values to determine grades
How evaluate students?	Multiple assessment methods should emphasize forward assessment (tests on ability to use what was covered in the class in a new way, career applications)	Evaluation often emphasizes backward assessments (covers mostly what was covered in the class)

Overview of Previous Events

The Learner Centered Environment Alan Wright, University of Quebec August 15, 2002

1. Want to move from old paradigm of teaching to new paradigm of learning:
 - Students construct knowledge
 - Faculty create learning environments
 - Faculty work to help diverse students to succeed
2. Need to make learning top priority
 - Learning options are designed with a learning-centered approach
 - Faculty need to have a commitment to learning-centered education
 - Assessment of student learning outcomes is essential
 - Students need to take primary responsibility for their learning
3. Approaches to learning emphasize the way information is processed and conceptualized
 - Learner-centered teaching, freedom in learning and no overloading encourage deep learning
 - Deep learners have a meaning orientation; surface learners have a reproducing orientation
4. Preferred conceptions of learning as:
 - Abstraction of meaning
 - Interpretive process aimed at understanding reality
 - Changing a person

Evaluation and Assessment: Learner-Centered Practices Alan Wright, University of Quebec August 15, 2002

1. Purposes of classroom tests:
 - Assist faculty to plan their teaching
 - Facilitate student learning
 - Motivate students to study
 - Determine grades for students
2. Suggestions for learner-centered testing:
 - Use a variety of testing methods
 - Always give prompt feedback
 - Reduce the threat that test pose by having multiple measures, giving evaluative criteria in advance
 - Clarify test objectives before and after the test
3. Self assessment
 - Is a necessary skill for professionals and for effective learning
 - Skills need to be developed in college students
4. Ways to promote better assessment:
 - Link assessment to learning
 - Follow assessment with suggestions for improvement
 - Faculty and students can learn from students' mistakes
 - Deploy a variety of assessment methods
 - Encourage student participation in the evaluation process
 - Balance diagnostic/ formative and summative functions
 - Reduce anxiety in students
 - Write model answers to essay questions, allow students to see excellent work by others
 - Reduce competitive aspects of evaluation process

Fall 2002 Table Talk Series

Date-Time	Location	Topic	Presenters
Tuesday September 3rd Noon	WCR	De-scramming the scammers in professional settings	Grace Earl
Monday September 9 th 4:00 PM	WCR	De-scramming the scammers in professional settings	Grace Earl
Tuesday September 17 th Noon	WCR	Core Curriculum: Its History at USP and current issues	Paula Kramer, Pete Hoffer, Ken Leibowitz
Monday September 23 rd 4:00 PM	WCR	Core Curriculum: Its History at USP and current issues	Paula Kramer, Pete Hoffer, Ken Leibowitz
Wednesday Sept. 25 th 4:00 PM	Wilson 212	Advanced Blackboard Features	Steven Bell
Tuesday October 1 st Noon	GRI 110C	Student Centered Exam preparation: A new way to answer, "Are you giving us a review for the exam?"	Anne Marie Flanagan
Monday October 7 th 4:00 PM	GRI 110B	Student Centered Exam preparation: A new way to answer, "Are you giving us a review for the exam?"	Anne Marie Flanagan
Tuesday October 15 th Noon	WCR	Student-centered learning and living: Tactical Group Plans for USP	Catherine Bentzley, Aminta Breux
Monday October 21 st 4:00 PM	WCR	Student-centered learning and living: Tactical Group Plans for USP	Catherine Bentzley, Aminta Breux
Tuesday October 29 th Noon	WCR	Working effectively with the Student Discipline Committee	Eleana Umland, Greg Manco
Monday November 4 th 4:00 PM	WCR	Working effectively with the Student Discipline Committee	Eleana Umland, Cindy Sanoski, Greg Manco
Tuesday November 12 th Noon	WCR	What are the philosophical implications of a culture of learning- centered teaching?	Andrew Peterson, Glenn Rosenthal, Peter Miller
Monday November 18 th 4:00 PM	WCR	What are the philosophical implications of a culture of learning- centered teaching?	Glenn Rosenthal, Peter Miller
Tuesday, November 26 th Noon	WCR	Peer review of teaching: Can it improve educational quality for our students	Ray Orzechowski, Sue Wainwright
Monday December 2 nd 4:00 PM	WCR	Peer review of teaching: Can it improve educational quality for our students	Ray Orzechowski, Sue Wainwright
Tuesday December 10 th Noon	GRI 110C	Making student orientation a win-win for students & faculty	Len Farber
Monday December 16 th 4:00 PM	GRI 110B	Making student orientation a win-win for students & faculty	Len Farber
Wednesday, January 8 th All Day workshop	TBA	Promoting & Assessing Deep Learning	Barbara Millis
Friday, January 10 th All Day workshop	TBA	5 Key Changes to Practice to implement learning centered teaching	Maryellen Weimer

Congratulations to the 2001-2002 Faculty Awardees

The **Faculty Special Recognition Award** was awarded **Dr. Ralph (Mac) Turner**, Social Sciences. The process for deciding on this award has been for the chairs and academic deans to select candidates from among all full-time faculty who were ranked "outstanding" in the "overall" AFE category.

The **William F. Homiller Award** for outstanding teaching was established by a generous endowment gift from Walter J. Glenn and awarded **Dr. Suzanne Murphy**, Professor of Biology and is decided by the faculty.

The **Lindback Foundation Award** for distinguished teaching was awarded to **Dr. Bernard J. Brunner**, Associate Professor of Physics and is awarded to the recipient selected by a committee comprised both of students and faculty.

The **Faculty Academic Advisor of the Year Award** recognized the contribution of **Dr. Daniel Hussar**, Remington Professor of Pharmacy and is awarded by the Academic Advisors Advisory Committee based upon nominations.

Patricia Leahy InnOvations With Learning "OWL" Award Winners, **Barbara Bendl**, Instructor of Mathematics, **Amy Kimchuk**, Instructor of Mathematics, **Dr. Alison Mostrom**, Assistant Professor of Biology, **Kevin Wolbach**, Instructor of Biology for their innovation, "The Connecting Threads that Interweave Freshman Math Analysis I/II and Freshman General Biology". The Leahy Awards are selected by a committee of previous award winners based on self-nominations.

Adjunct and Part-Time Faculty Awards recognized three outstanding adjunct/part time faculty: **Gerald Meyers** from Pharmacy Practice, **Charles Trembley** of Social Science, and **Paul Vidal** from Physical Therapy. Outstanding adjunct and part-time faculty were nominated by students or faculty and these awards decided by the faculty committee.

Leahy Award Announcements

For almost a decade, an anonymous donor has annually supported the Patricia Leahy InnOvations With Learning (OWL) award. This year the donor has established an endowment to continue this award in perpetuity. After a terrible accident, Patricia Leahy was our donor's physical therapist. He told me that Patricia Leahy was especially helpful to get him to walk again. Soon after that Patricia Leahy was unable to conquer her own personal tragedy. To memorialize a truly innovative teacher, our donor, Dr. Charlie Gibley, supported the innOvations With Learning award and it became the Patricia Leahy OWL award.

In the future, the award will be called the Patricia Leahy Award for Learning Innovation.

It is not too early to begin thinking if your teaching innovations should be submitted for a Patricia Leahy Award for Learning Innovation. Perhaps you want to collect some evaluation data or feedback from the students. The call for nominations may be found at www.usip.edu/teaching/owlaward.html and the deadline for submission will be in March 2003.

Overview of Previous Events

Developing Self-directed learners Alan Wright, University of Quebec August 15, 2002

1. Developing autonomous or self-directed learners:
 - Enable students to learn more
 - Is only possible when deep level learning has taken place
 - Allows students to learn without constant direction from the teacher or a prescriptive curriculum or restrictive evaluations
2. Approaches to developing student autonomy include:
 - Independent study
 - Student-initiated learning
 - Project orientation
 - Peer and collaborative learning
 - Problem stimulated learning
3. Teachers' responsibility in developing autonomous learners
 - Ensure that they construct learning environments that can help foster autonomy
 - Autonomous learning still needs to be consistent with objectives for disciplines
4. Teachers as managers of autonomous learning must be able to delegate to students:
 - Power
 - Responsibility
 - Choice
5. It is important to raise students' consciousness of their own learning behavior and the factors that influence their learning through meta-learning (or learning about learning)

Preventing and Dealing with Academic Dishonesty Carolyn Gutierrez of the Richard Stockton College of New Jersey and Susan Martin August 2002

1. Carolyn has put most of her information into the Website:
<http://loki.stockton.edu/gutierrc/Workshop/>
2. Academic honesty statements should be easy to find on the university's, instructor's Website, course syllabi, etc.
 - Rutgers University has a well stated policy
 - Make expectations clear and follow them consistently
3. Ask for a writing sample in class during the first week to match it with later papers to be written
4. Spend time in class talking about academic honesty
 - Have students sign that they understand and agree with your policy
5. Develop creative assignments that cannot be found on the Internet and change assignments from year to year
6. Consequences of academic dishonesty at USP are not clear and are not consistent
 - As a faculty, clarity of policies and consistency in enforcement need to become a priority
 - Susan deducts a significant amount of total points for academic dishonesty beyond the 0 in the assignment. This will usually lower the student's final grade.
7. If you suspect a student of cheating on a test, take away the crib sheet, move the student, but allow the student to complete the test
8. If you need to file a disciplinary complaint, follow exactly what is in the student handbook.
 - Do not give copy to the student and don't discuss the case with the student.
 - Maintain respect with the student throughout the semester

Overview of Previous Events

Updates on Advising Suzanne Trump August 2002

1. USP recognizes how important academic advising is to the success of the students
 - Suzanne Trump is now the full time director of advising and retention
 - Carol Lopez is administrative assistant for academic advising
 - All first and second year students must have their advisor sign registration form
2. Many advising resources exist here:
 - USP academic advising Website www.usip.edu/advising/index.htm
 - Includes description of requirements by major, core curriculum
 - Schedule of courses
 - Student support services
 - Student handbook
 - University Catalogue
3. When advising first year students, transfers, or students who may be struggling:
 - Meet with students during the first few weeks of the semester
 - Triage to other resources if needed
 - Help students set goals
 - Follow up with students
 - Keep notes in file
4. Profile on our entering students:
 - Did well in high school
 - Did not have to spend much time studying in high school
 - See themselves with a high drive and ability to achieve, and cooperate
 - Most believe they will need help with math and writing
 - Most entering students have spent very little time talking to faculty outside of class

Clinical Practice Experience: No-Fuss Midpoint Evaluations Grace Earl August 2002

1. Address issues of professional and unprofessional behavior during orientation
 - attendance, punctual attendance, and absences
 - drugs and prescription pads: drug-free workplace
 - deadlines, consequence of late assignments
2. Set high standards for student performance by developing criteria that reflect outstanding performance for each category on evaluation form. Discuss these points with the student.
 - Reliability
 - Motivation on a Presentation
 - Takes initiative to do extra work
 - Responses to questions are accurate and truthful
 - Information & Literature Retrieval
 - Topic not presented at a previous time
 - Presents search strategy, does not limit to full-text
 - Reviews a variety of approved reference sources on topic
3. For each major assignment, organize and group the learning objectives/tasks according to level of difficulty or logical order for completion. This enables the preceptor to provide frequent and timely feedback.
4. Develop a time-line for each major assignment

Overview of Previous Events

Assessing students in Problem-Based learning (PBL)/Case discussion-type activities Phyllis Blumberg August 2002

1. Assessments should always be consistent with the objectives of the course or part of the course.
2. Possible assessment of objectives;
 - Developing problem solving, critical thinking skills
 - Information literacy, evidence-based practice
 - Ability to learn on own, desire to be a lifelong learner
 - Professional behaviors
 - Communication, interpersonal skills
 - Application and use of content acquired
3. Each component of PBL/ case discussions can be assessed
 - A prerequisite to problem solving and critical thinking is learning for understanding
 - Learning for understanding has 2 main components: deep learning and reflection
 - Ask students to prepare a very brief summary of the key points they researched for case discussion or presentation, list their search strategies and resources consulted
4. Assess mastery of content covered in case discussions through presentations or writing something professionally relevant to the case such as a consult letter or advocacy on behalf of the type of problem presented
5. Important to include opportunities for self and peer assessment.

Audio Visual enhancements for your classes Jacqui Smith August 2002

1. Students today can and do multi-task all the time and would find a straight lecture boring
2. Increase learning and remembering through AV enhancements
 - If you hear it only, will remember 5-10%
 - If you see it and hear it, will remember 10-30%
 - If you see it, hear it and read it, will remember 30-50%
 - If you see it, hear it, and do it, will remember 60-80%
 - If you see it, hear, and do it 7 times (± 2 , 5-9) times, will remember 80-90%
3. Use AV to hone in on objectives, stimulate thought, create an emotional response, help students to visualize what it was like, start a discussion, etc.
4. Don't make your presentations "Powerpointless Presentations"
 - Use a minimum of 36 point font to be seen
 - Yellow letters on a blue background work well for PowerPoint presentations
 - Avoid red backgrounds as they are hard on the eyes
5. Students cannot check out videos from the library, faculty can. Faculty can put videos on reserve for student use.

Overview of Previous Events

Engaging Students in large lecture classes Phyllis Blumberg August 2002

1. When planning activities for large classes, the teacher really needs to plan logistics carefully
 - Use colored coding
 - Use small group projects
 - Use technology as a tool for efficiency
 - Must be willing to tolerate more noise in the classroom
2. Setting expectations for learning through a warm-up exercise asking what students will learn from class or what questions they had from reading/assignments
3. Engagement related to lecture activity
 - Note taking strategies
 - You provide outline of major headings, with spaces, students fill in details
 - Ask students to create something visual, such as a concept map, from your lecture
 - Provide thinking points for content, i.e.,: compare and contrast
 - Classroom assessment techniques
 - Peer review of lecture notes
4. Non-lecture activities that can be done in large classes
 - Peer teaching
 - Student summarizing, reflection

Disseminating information electronically Jeanette McVeigh August 2002

1. Many possibilities exist for electronic dissemination of information
 - E-mail
 - Listserv
 - Web Page
 - Good to be able to link to other sites
 - Electronic reserve (Eres)
 - Create folders for each class or week
 - Can release material in the future even though worked on it earlier
 - Electronic courseware such as Blackboard
 - Can do various functions well
 - Discussion board, threaded discussions
 - Chat, live discussions
 - Task management
 - Testing
 - Grade book
2. You don't have to do an entire course electronically, use for what makes sense
 - Might want to disseminate course information , i.e, syllabus
 - Practice tests
 - Threaded discussions
 - Assignments
 - Could hold a few classes electronically by way of chats, threaded discussions

Overview of Previous Events

Teaching and Learning strategies to encourage student success Diane Morel and Lois Peck August 2002

1. Mission of higher education is to teach students to develop self-confidence, take responsibility for learning, promote professional decision-making, lifelong learning, and master content
2. To help students develop self-confidence use:
 - In-class, low risk assessments such as Classroom Assessment Techniques
 - Supplemental Instruction
 - Recitations that involve students working on problems, answering questions
3. To help students take responsibility for their own learning use:
 - Contracts with students covering responsibility and civility
 - A learning style inventory to help students see how they prefer to learn
4. To help students master content use:
 - Concept mapping
 - Jigsaw methods of having students become a content expert in 1 area then teach it to their peers

Getting started with Blackboard Cathy Poon August 2002

1. Blackboard is a web-based course manager program used by many universities.
2. It serves to combine functions from the following programs/systems used on campus: ERes, listserv and CyberExam™.
3. Functions within Blackboard include:
 - Posting announcements
 - Sending e-mails with various selection, i.e., entire class, individual students, group of students, etc.
 - Posting of course materials
 - On-line grade book
 - Record quiz/exam/assignment grades
 - Calculate course grades
 - Students able to check grades on-line
 - Posting assignments
 - Digital drop box – provides method for students to submit homework/assignments electronically
 - Design group activities and file sharing among students
 - On-line testing

Overview of Previous Events
Understanding our students
Eric Boyce, Angela Cafiero, Nayamkha
McGriff-Lee, and Kim Robson
August 2002

1. Majority of our undergraduate or first professional degree students are full time
2. While they are full time students, they still hold part time jobs
3. About 2/3 of our students are female
4. English is not the first language for greater than 20% of our students
5. Developing competencies for a successful career is the most important reason why students attend USP
6. Our students are very grade oriented, they feel they must get a certain grade in each of their courses (must maintain a certain GPA)
7. Many students feel a sense of entitlement; they paid the money they deserve the credits or the degree
8. Our students are motivated for
 - Success in their careers
 - A good quality of life
 - Materialism

Grant Money Available for Educational, Travel, Instructional Technology, Innovations, Learning-Centered Teaching

Teaching Learning grants of up to \$400.00 will be available for: 1) attendance at a conference that focuses on teaching and learning, 2) the costs of learning about or integrating technology or other innovations into your courses. The money need not be spent at conferences. Grant money can also be spent on software or educational resources to be used by students and 3) a travel grant may also be used to visit another campus to observe learning-centered teaching, talk to faculty and students. The money also may be used to bring someone to USP.

Application Procedures

Please send electronically, to Mary Rafferty, m.raffer@usip.edu, a one to two page letter of application describing each of the following points. 1) The activity or resource that you wish considered for funding. 2) The specific ways in which this activity or resource will enhance the teaching and learning process in your course(s). 3) Amount of money requested. 4) Specific plans for sharing with members of your department or other USP faculty members the ideas and/or information that result from your participation in this activity. 5) Your rank and status in the department concerning tenure; non-tenure faculty, or tenure-track appointment. Grant applications will be reviewed by the Teaching and Learning Center Advisory Committee, composed of your colleagues from across the University. Awards will be made on a rolling basis in accordance with the fiscal year cycle. Faculty may only receive 1 award per fiscal year. Preference is given to non-tenure tract faculty, and faculty below the ranks of Associate Professor.