

Teaching Matters

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

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2002 Winter Issue

Evolution of Teaching and Learning Center Activities

By Phyllis Blumberg

Throughout the ten-year history of the Teaching and Learning Center at the University of the Sciences in Philadelphia, many new activities have been added, while some favorites have evolved. Long-term Teaching and Learning Center activities include editions of this newsletter; the distribution of Teaching Excellence, the short articles on current educational topics; the Talking About Teaching Day; the InnOvations With Learning (OWL) Award; new faculty orientations; and travel grants (call included in this newsletter). More recent additions include: weekly TableTalks (Spring 2002 schedule is attached in this newsletter), the annual editions of the Document of Innovation (now available on the WebPages), (call for submission is also in this newsletter), weekly teaching tips, the Center's WebPages, www.usip.edu/teaching, week-long workshop series in August, January (January, 2002 schedule is also in this newsletter) and May. The complete collection of the email teaching tips will appear on the Center's WebPages in early 2002. This newsletter announces the evolution of some of these popular Teaching and Learning Center activities.

For the last two years the **TableTalks** have emphasized different teaching techniques and new educational technologies. These two topics were alternated.

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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/teching

Evolution of Teaching and Learning Center Activities

(continued)

This past semester we were not able to find many new educational technologies to showcase and thus there were fewer TableTalks on technology. As new technologies become available or as more faculty have experiences worth sharing with these technologies, we will schedule them again. In general, the TableTalks have been very well accepted by faculty and staff as a forum for dialogue on topics relevant to education. One of the most successful topics was, "Is there a difference between colleges and universities and is USP really a University?" I decided to offer more broad topics. Some of these topics could also be covered in Faculty Council Forums. However, due to the many activities that are scheduled for Thursday from 12 -2, few faculty forums are held each year. Joan Tarloff, the President of the Faculty Council, agreed that there should be more opportunities for faculty and administration to discuss important issues and that the TableTalks could serve such a purpose. Some of these TableTalks might be held in conjunction with faculty forums. If you have a topic that you would like to see discussed, please let me know.

The schedule of TableTalks for Spring, 2002 contains a wide variety of topics. Most of the projects that were funded by the Dean's Interdisciplinary Cooperative Education Initiative will be showcased. I have asked each awardee to emphasize how their project can be sustained beyond the time of the initial grant and how the innovative ideas can be adapted and implemented by other people. The Dean's Interdisciplinary award projects to be discussed include: the First Year Experience, the integration of two discipline's content (mathematics and biology) while keeping the courses separate, an on-line course on search strategies and professional writing, and integrating knowledge learned in prerequisite courses in professional courses.

Other broad topics include a discussion of who should teach courses in this university and how core distribution requirements are met, developing a code of ethics here, and dealing with the increasing bimodal distribution of student performance. Rounding out the schedule are two programs on techniques involving assessing writing and making useful videotapes.

The Teaching and Learning Advisory Committee and the previous OWL awardees agree that the Patricia Leahy **OWL award** has evolved but the call for the nominations and criteria needed to be updated. Beginning in 2002, the Patricia Leahy OWL award will recognize faculty who are implementing large-scale innovations or ones with great impact. All innovations that have a large impact on student learning will be considered. Examples of large impact on student learning include a more desirable outcome of learning (i.e., better scores on tests, better pass rates in the course, or better student products due to changes made by the instructor) especially compared to a previous approach or a more positive attitude towards learning the material. The submission materials have also been changed. Submissions must be in the format to be used for the Document of Innovations, that way an OWL submission is automatically included in the Document of Innovations without having to do double work. Supplemental materials may be submitted. Revised criteria for selection include how innovative is the idea, large scale impact on student learning, good analysis or understanding of the impact of the innovation or an analysis of how the innovation will be improved in the future. The deadline for submission is Monday, March 18, 2002. See the call for the OWL awards in this newsletter for the complete details.

As always, we welcome feedback on any Teaching and Learning Center activities and events. We hope you will participate in many Teaching and Learning Center activities and events in the near future.

Happy, healthy, peaceful new year.

Revised Call for Nominations for the Patricia Leahy InnQventions With Learning OWL Award

Description of the award. This award was established in memory of Patricia Leahy, a PT faculty member here, to acknowledge faculty's innovative efforts to increase their students' learning. Faculty members' use of new instructional strategies typically require much planning time, a willingness to take risks, reflection on what is happening, and an ability to make changes when necessary. As the title implies, this award's emphasis is on innovations that increase student learning.

One of the original purposes of the OWL award was to recognize faculty who are experimenting with their teaching and to provide a dissemination vehicle for their innovative idea. With the success of the Teaching and Learning Center's annual editions of the Document of Innovations, many of the USP faculty's wonderful innovative ideas are being disseminated across the campus. Some of them have been adapted and used by other people. Thus, the Document of Innovations has assumed some of the purposes of the OWL award. A higher goal of the OWL award is to recognize faculty who are implementing large scale innovations, or ones with great impact. All OWL submissions will now be included in the Document of Innovations.

Appropriate innovations: All innovations that have a large impact on student learning will be considered. Examples of large impact on student learning include a more desirable outcome of learning (i.e., better overall scores on tests, more students doing well in the course, or better student products due to changes made by the instructor) especially compared to a previous approach; or a more positive attitude towards learning the material. These innovations might include completely revising a course, revising an entire educational program, integrating several courses or disciplines, greatly changing how students learn or are assessed in a course, or a course with a new approach.

The innovation must have had an impact on the students' learning. The faculty must have an understanding of why the innovation had an impact. The number of students who participate in the course cannot be a relevant consideration since the course sizes varies so much at USP. Groups of faculty who have collaborated on the development of a new approach are encouraged to apply. Inter-course or interdisciplinary innovations are encouraged. An innovation need not be a success, but it must have been implemented at least once.

Eligibility: Full-time faculty members who are in at least their third year of employment at USP may apply. The OWL award winner(s) from the previous year are not eligible to apply, but may apply again in the future. The innovation must have been developed by the submitter and implemented within the last two years. The strategy need not be totally original, it can be an adaptation of innovations tried elsewhere.

Submission materials: Each of the following should be submitted as a paper copy and an electronic copy. For the abstracts and summaries use 12 font size and a standard easy to read font.

- Complete Document of Innovation Abstract form (attached) so that the innovation will be included in this year's edition. This abstract is limited to two pages.
- Attach additional materials on any section, if necessary. Supplemental course materials or examples of assignments may be submitted.
- ≤200 word summary for publication in the Teaching and Learning Center's Newsletter

Revised Call for Nominations for the Patricia Leahy InnOvations With Learning OWL Award (continued)

Selection Criteria:

- how innovative is the idea
- clear description of what was done
- quality of each of the parts of the submission large scale impact, according to the definition above major impact on student learning, on an educational program
- good analysis or understanding of the impact of the innovation or an analysis of how the innovation will be improved in the future
- make a poster for Talking About Teaching Day this year

Deadline for Submission: Monday, March 18, 2002

Review Committee: The review committee will be composed of previous OWL recipients and selected members of the Teaching and Learning Advisory Committee to help balance the committee.

Recognition: The winner will be announced at the annual Faculty Council Recognition Luncheon. The OWL award winner will be given a cash prize, a plaque and his/her name will be inscribed on the cumulative OWL plaque. Top candidates will also be recognized.

The Document of Innovations in Teaching and Learning at the University of the Sciences

The Teaching and Learning Center of USP will produce the third annual document of educational innovations within the university. The aim of these innovations is to improve teaching and learning within our educational programs. The Teaching and Learning Center Advisory Committee endorsed the establishment of "The Innovations in Teaching and Learning at the University of the Sciences in Philadelphia." This document is disseminated throughout the campus to give increased recognition to individual faculty who strive to improve their teaching as well as to others who assist students to learn more. Hopefully, the document will help faculty in collaborating on new ideas and will inspire others to try new methods to improve their teaching and learning.

All faculty, including full time, part time or adjunct, graduate student instructors, and staff who do formal or informal teaching or

supervising clinical experiences are eligible to submit a description of their innovation.

Each innovation will be summarized in a one-two page standard abstract form (on the next page and available electronically).

More space should be used to describe aspects of the activity than shown on the form, these are specifications on what to include. The total abstract should fit on one – two pieces of letter sized paper.

Use 12 font size and a standard easy to read font.

Faculty who submitted a nomination for the OWL award in 2002 will automatically be included in this edition.

Faculty who received Teaching and Learning Center grants will be encouraged to describe the innovation they implemented as a result of the grant.

Deadline for submission is May 17, 2002

Innovations in Teaching and Learning at the University of the Sciences in Philadelphia 2001-2002
Submission form
(limited to 2 pages)

Title of innovation _____

Name of innovator _____

Telephone number _____ email address _____

Department _____ Type of students _____

Type of course: required___ elective___, core curriculum___, professional or advanced ___

OWL Award submission: Yes___ No___

Course or activity where implemented _____

Describe rationale or goals of innovative educational activity

Describe the innovation and its implementation

Describe outcomes, especially learning outcomes, and impact of the innovation

Reflect on what's working and why it is working

Describe student reaction to the innovation

Will innovation be sustained within the course? Yes___ No___

If yes, will you do anything differently? Describe

Will you implement this innovation in other courses? Yes___ No___
Describe

What advice would you give to other people adapting this innovation?

Other comments

Overview of Previous TableTalks: Teaching Tips

October, 2001

Differences between a college and a university: Is USP really a university?

**Bob Boughner, Aminta Breaux
And Glenn Rosenthal**

- Historically a university's mission was to provide service to the public, conduct research to advance our understanding and to teach students
- Today what an institution of higher education calls itself has very little relationship to what it does
- The terms college, university, institute have been weakened linguistically and are used loosely and without clear distinctions
- Participants were very mixed as to whether
- USP functions like a university or not
- Universities generally imply larger intellectual capital, more exchange of ideas
- Regardless of terms used, people felt USP needed more diversity in terms of majors and intellectual diversity in terms of courses
- Participants felt that we needed more community interactions to better prepare our graduates to be citizens of the world
- Next steps were considered to bring USP to function more of what is perceived to be a university (or on a broader, higher level)
 - Consider these ideas in the strategic planning currently going on
 - Consider these larger issues in future discussion forums
 - Think about what we want to be as we allocate resources

October, 2001

Using Museums in your teaching: History of alternative medicine

**Jennifer Connor, Roy Robson,
Ruth Schemm, and Kim Tieger**

- This TableTalk took place in the Marvin Samson Center for the History of Pharmacy where a new exhibit, Eclectic Road to Health has just been completed
- USP has many varied artifacts in its museum collection and archives. These artifacts can be used for assignments
 - For example, students could be asked to relate the artifact to the larger world that the practitioner and the patient lived in
- Philadelphia has a very rich collection of the history of all kinds of medicine and health
- The presenters are developing a course on the history of therapeutics.
 - Part of the course will consider how the health care tools shape practice
 - The course is being proposed to count as a history or literature in the core curriculum
- Our students need a context for their work; museums and the materials in these collections offer one such relevant context
- First year biology majors tour Bartram Gardens to see how nature ties in with biology
- A lecture series is being planned on the social history of therapeutics
 - This series could be part of a continuing education course
 - This series might be offered on-line so that many others around the country could participate

Overview of Previous TableTalks: Teaching Tips

(continued)

October - November, 2001

Teaching using Evidence -Based Decision Making

Roger Ideishi, Pam Kearney

- Evidence-Based Decision Making is a systematic process for
 - precisely defining a question related to a problem
 - accessing and synthesizing evidence useful in answering question
 - broadly disseminating the knowledge to apply it to practice
- scientific evidence is produced by well designed, well-controlled research investigations
 - the standard of evidence varies from discipline to discipline
- In the health professions, the Evidence-based decision making process involves scientific evidence, experience and judgement, clinical/ patient circumstances and patient preferences and values
- A suggested format for writing a searchable question (PICO question)
 - Problem or client question
 - Intervention
 - Comparison
 - Outcome
- If we expect students as graduates to employ Evidence-based decision making, then we need to train them to acquire the skills
 - give students experience and feedback
 - writing searchable questions
 - evaluating evidence in research literature
 - using the results of a literature search to guide practice

November, 2001

Using a Virtual Personal Network (VPN) or how to work from home or on the road

George Downs, Pat Lapore, John Masciantonio

- The Virtual Personal Network provides access to
 - all documents on the shared network at USP
 - entire email and not just current in box messages
 - all material online in the library including on-line journals, databases, etc.
- documents in network drives and access to these drives need to password protected
- if a user wants to access files from a remote location on their USP computer, but not on the network drive, then their computer must be turned on
- VPN cannot run programs from a remote location (e.g., a specialized statistical program) that are not on that computer, but can access data remotely and use it if the remote computer has the program
- USP has a site license for 200 concurrent users of the VPN
- PC users can get the necessary software for free, Mac users need to purchase the software (costs ~\$100.00)
- VPN users need their own Internet provider or can use the telephone with local phone companies
- VPN's work best with broad band or cable connections
- Even with cable connections downloading attachments or tables can be slow

Overview of Previous Table Talks: Teaching Tips

(continued)

November- December, 2001 Ninety years in the world of work in America Pat Peterson

- Career guidance started at the beginning of the 20th century with the wave of immigrants to America
- By 1990 90% of American children graduate from high school
- Currently almost 70% of women are employed outside the home
- 4 basic work environments exist, each with their own advantages and disadvantages
 - government
 - corporate
 - non-profit
 - education
- 30 thousand different types of occupations exist in the USA today
- www.jobhunt.com is one of the best job search sites
- we need to teach students that
 - jobs no longer have security
 - on every job they need to develop new skills that they can use for the next job
 - due to forces such as globalization and technical advances, the job market and careers are changing rapidly
- Professionalism involves
 - Sufficient skills (including newly developed skills)
 - Being prepared, responsible
 - Maintaining proper etiquette, dress, etc.

Please Note

Dr. Dennis Jacobs, Chemistry Professor at University of Notre Dame and a Carnegie Foundation for the Advancement of Teaching Scholar will present data showing how active learning increases student retention and increase grades. Then he will give a workshop on how to convert a large lecture to have more engaged, active learners. This day will take place during the **March break**. Please advise us of your interest and availability during that week.

Congratulations to Bob Smith who just won the Alpha Chi Science Teacher of the Year Award. This award is selected by the students in Alpha Chi, the national college honor scholarship society. Bob Smith was chosen because, he shows respect for students interest and willingness to help students outside the classroom. He also brings real-life experiences to his classes.

Teaching and Learning Center Faculty Enhancement Workshop Series

January 7 – 11, 2002

The Teaching and Learning Center is pleased to announce a workshop series focusing on various aspects of teaching. Workshops are open to all full-time, part-time or adjunct faculty. Faculty can sign up for as many as they wish. These workshops will only be held if enough people show interest in the topic by pre-registering. Please register with Teaching and Learning Center, ext. 1168, m.raffer@usip.edu or p.blumbe@usip.edu at least 2 days in advance of the workshop.

Date, Time and Place	Workshop Topic	What to bring	Presenter
Monday - January 7, 2002, 2:00 –4:00 CAPS Lab – 2 nd floor Griffith	Teaching problem solving skills in Labs		Cathy Poon
Tuesday – January 8, 2002 10-12 GH 110B	Incorporating career development into academic curricula		Pat Peterson
Tuesday, January 8, 2002 1:30 – 3:30 GH 110B	Improving your multiple choice tests, understanding the item analysis numbers	Your sample multiple choice questions, item analyses	Stan Zeitz, and Phyllis Blumberg
Tuesday, January 8, 2002 5:30 – 7:30 PM Wilson Student Center Room 208-212 Light Dinner provided RSVP needed to insure adequate dinners are offered	Addressing issues of part- time, adult learners including work load, absence from class, incompletes, etc.		Rob Field, John Porter, Rod Wigent
Wednesday, January 9, 9:00 – 12:30 GH 110B	Understanding university students: From knowledge to action		Steve Merritt, selected USP students
Wednesday, January 9, 1:30 – 2:30 GH 110B	How to design courses to promote higher level and more active learning		Phyllis Blumberg
Wednesday, January 9, 2:30 – 4:30 GH 110B	Designing courses to promote higher level and more active learning	Materials for course to be revised	Participants will work on course design and share their idea

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Teaching and Learning Center Faculty Enhancement Workshop Series

January 7 – 11, 2002

Continued

<u>Date, Time and Place</u>	<u>Workshop Topic</u>	<u>What to bring</u>	<u>Presenter</u>
Thursday, January 10, 2002 10:00 – 12:00 GH 110B	Tips for teaching and testing when language is a barrier	Examples where students had difficulty with your English	Miriam Diaz-Gilbert
Thursday, January 10, 2002 2:00 – 4:00 GH 110B	Promoting civility and respect in our classes		Phyllis Blumberg
Friday, January 11, 2002 10:00 – 12:00	Using concept mapping as a tool for learning		Peter Miller
Friday, January 11, 2002 12:30 – 1:45	No Host - Lunch together Zocalo Restaurant 3600 Lancaster Ave Parking on premises	Be prepared to share your funniest teaching experiences \$ for lunch	
Friday, January 11, 2002 2:00 - 4:00	Guided Highlights Tour of University of Penn's Museum of Archeology and Anthropology (<u>tour</u> 2-3PM), unguided option available (2-4)	\$5.00 for admission	

Grant Money Available for Travel, Instructional Technology and Innovations

As in the past, **up to \$400 per individual** will continue to be available for attendance at a conference that focuses on teaching and learning. In addition, you may now apply for a grant of up to \$400 towards 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.

Application Procedures

Please send electronically, to Phyllis Blumberg, p.blumbe@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. Include detailed information. 2) The specific ways in which this activity or resource will enhance the teaching and learning process in your course(s). 3) Cost of the resource or detailed anticipated budget for the activity, including travel expenses, if applicable. 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 status in the department concerning tenure; non-tenure faculty on 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.

Schedule for the Teaching and Learning Center's TableTalks for Spring 2002

Additional presenters may be added

Date - Time	Location	Topic	Presenters
Tuesday Jan 8 at noon	Woman's Club Room	First Year Experience Course	Melanie Rago, John Moore, Aminta Breaux
Monday Jan 14 at 4P.M.	Woman's Club Room	First Year Experience Course	Melanie Rago, John Moore, Aminta Breaux
Tuesday Jan 22 at noon	TBA	Top 10 Tips for Assessing Student Writing	Christine Flanagan
Monday Jan 28 at 4 P.M.	TBA	Top 10 Tips for Assessing Student Writing	Christine Flanagan
Tuesday Feb. 5 at noon	TBA	Integrating two discipline's content within separate courses	Alison Mostrom, Barbara Reilly, Kevin Wolbach
Monday Feb. 11 at 4 P.M.	TBA	Integrating two discipline's content within separate courses	Amy Kimchuk, Alison Mostrom, Barbara Reilly, Kevin Wolbach
Tuesday Feb. 19 at noon	TBA	Creating dynamic and useful videos	Bill Horton, Susan Santalucia
Monday Feb. 25 at 4 P.M.	TBA	Creating dynamic and useful videos	Bill Horton, Susan Santalucia
Tuesday March 5 at noon	TBA	Who should teach courses at USP and how core distribution requirements are met?	Eric Boyce, Greg Manco, Joe Ruane
Monday March 11 at 4 P.M.	TBA	Who should teach courses at USP and how core distribution requirements are met?	Eric Boyce, Joe Ruane
Tuesday March 19 at noon	TBA	Developing a code of ethics at USP	Amy Kimchuk, Elena Umland, Kevin Wolbach, and a USP student
Monday March 25 at 4 P.M.	TBA	Developing a code of ethics at USP	Amy Kimchuk, Elena Umland, Kevin Wolbach, and a USP student
Tuesday April 2 at noon	TBA	An on-line course on search strategies and professional writing	Mignon Adams, Leslie Bowman, Jeanette McVeigh
Monday April 8 at 4 P.M.	TBA	An on-line course on search strategies and professional writing	Mignon Adams, Leslie Bowman, Jeanette McVeigh
Tuesday April 16 at noon	TBA	Dealing with the increasing bimodal distribution of student performance	Becky Finley, Susan Martin, Fred Schaefer
Monday April 22 at 4 P.M.	TBA	Dealing with the increasing bimodal distribution of student performance	Becky Finley, Susan Martin, Fred Schaefer
Tuesday April 30 at noon	TBA	Integrating knowledge learned in prerequisite courses in professional courses	Shanaz Tejani-Butt
Monday May 6 at 4 P.M.	TBA	Integrating knowledge learned in prerequisite courses in professional courses	Shanaz Tejani-Butt

EDUCATIONAL CONFERENCES OF NOTE

Full Brochures can be found in the Teaching and Learning Center

January 25 – 27, 2002 10th Annual AAHE Conference on Faculty Roles and Rewards Knowledge for What? Phoenix, Arizona. contact www.aahe.org/conferences.htm

February 21 – 23, 2002, General Education and the Assessment of Student Learning: A Working Conference on Issues, Models, and faculty leadership. Dallas, Texas contact: www.aacu-edu.org

March 3-5, 2002, March IDEA Seminar: Enhancing Student Learning: Setting Clear Expectations. Baltimore, Maryland, contact the Conference Registration Office, (785-532-5569) Fax (785-532-2422)

March 16 – 19, 2002 AAHE National Conference on Higher Education, Learning in Context: Who Are Our Students? How Do They Learn? Chicago, Illinois, contact www.aahe.org/conferences.htm

March 22 – 23, 2002 The Distance Learning Workshop- Proven Teaching Strategies and Course Design for the World Wide Web and Interactive Television. An introductory and intermediate level workshop. Albuquerque, New Mexico, contact www.nmsu.edu/~ced/wkshp.htm

April 4 – 6, 2002, Learning Communities: Promising Practices for Deepening Learning and Community Engagement. Atlanta, Georgia, contact www.aacu-edu.org

April 18 – 20, 2002 Spirituality and Learning: Redefining Meaning, Value, and Inclusion in Higher Education. San Francisco, California, contact www.aacu-edu.org

April 21 –23, 2002 Teaching in Higher Education (THE) Forum: Keeping the Touch in Technology. Baton Rouge, Louisiana, contact LSU Conferences 177 Pleasant Hall, Baton Rouge, LA 70803 Phone 225/578-6325 or fax 225/578-6324

June 20 – 23, 2002 AAHE Assessment Conference. Boston, Mass., contact www.aahe.org/conferences.htm

July 17 – 21, 2002, Summer Academy: Organized for Learning, Mount Snow, Vermont. contact, www.aahe.org/conferences.htm