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Teaching Notes

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Editor: Tom Pusateri, CETL Associate Director for the Scholarship of Teaching & Learning

Welcome to Our New CETL Associate Director

**Chris Randall, Associate Professor of Psychology
CETL Associate Director for Technology-Enhanced
Learning**

Chris earned his Ph.D. (1995) in experimental psychology from the University of Kentucky. From 1994-1997, he was a postdoctoral research scientist in the Center for Developmental Psychobiology and a lecturer in the Department of Psychology at Binghamton University. He held a one-year visiting faculty position at Mount Holyoke College during the 1997-8 academic year. From 1998-2005, he served on the faculty at Troy University's Montgomery Campus where he attained the rank of Associate Professor and served as Psychology Department Chair and Interim Dean of the College of Education. In 2005, Chris joined Kennesaw State University as Associate Professor of Psychology and General Psychology Coordinator and was recently appointed CETL's Associate Director for Technology-Enhanced Learning.

Fall 2007 Initiatives from the CETL Faculty Fellows

Meghan Burke, Faculty Fellow for Learner-Centered Teaching, will repeat the popular book club on *Learner-Centered Teaching*, as well as follow-up workshops on assessing learner-centered teaching. Also watch around campus for workshops on using improvisational comedy in your teaching!

Marina Koether, Faculty Fellow for Advancing Undergraduate Research, will be forming a team to attend the CUR Regional Workshop on Institutionalizing Undergraduate Research. The CARET funding opportunity will repeat. Other activities include a lunch event, an awards ceremony to honor those who have engaged in undergraduate research, the Annual Symposium of Student Scholars and an assessment survey of undergraduate research.

Jorge Pérez, Faculty Fellow for E-Learning, will continue to offer workshops and create opportunities for faculty to come together to discuss the pedagogy of e-learning. See the TEaCH Workshop item later in this issue.

Dede Yow, Faculty Fellow for Diversity in the Curriculum, will continue to offer opportunities for faculty to study and generate ideas about inclusivity in classroom teaching and learning through book clubs, Reel-n-Rap discussions, and Dinner-and-a-Movie events. Look for announcements in fall semester on *The Kite Runner*, *Heart of Whiteness*, and Spike Lee's epic, *The Day the Levees Broke*.

Visit CETL's Updated Web Site

The CETL Web site, www.kennesaw.edu/cetl, has been updated. Changes include a new look to the site, improved text and graphics, a leaner organization of links, and easier navigation. If you have any questions or comments about the site, contact Kaleem Clarkson, CETL Administrative Associate (770-423-6410 or kclarks2@kennesaw.edu).

Recommended Web sites: Online Courses

Quality Matters

www.qualitymatters.org/

The Quality Matters program is a faculty-centered, peer review-based process to certify the quality of online courses and online components. KSU has purchased an institutional subscription to this program and has adapted the Quality Matters rubric for assessing online courses.

The Sloan Consortium

www.sloan-c.org/

The purpose of the Sloan Consortium (Sloan-C) is to help learning organizations continually improve quality, scale, and breadth of their online programs, according to their own distinctive missions, so that education will become a part of everyday life, accessible and affordable for anyone, anywhere, at any time, in a wide variety of disciplines.

EDUCAUSE

www.educause.edu/

EDUCAUSE is a nonprofit association whose mission is to advance higher education by promoting the intelligent use of information technology.

The National Center for Academic Transformation

www.center.rpi.edu/

NCAT is an independent non-profit organization dedicated to the effective use of information technology to improve student learning outcomes and reduce the cost of higher education.

Online Journal of Distance Learning Administration

www.westga.edu/~distance/ojdl/

This is a peer-reviewed electronic journal offered free each quarter over the World Wide Web.

In addition to these Web sites, here is a citation to a recent article that discusses several issues instructors should consider when developing an online course. This article is available to read and download in PDF format via www.kennesaw.edu/library/. Select GALILEO. In the "Find Databases window, enter "Academic Search Complete" and then search for the title of the article:

Kingsley, K. V. (2007). Empower diverse learners with educational technology and digital media. *Intervention in School & Clinic*, 43 (1), 52-56.

Putting Global Learning into Practice

Dan Paracka

Director, International Services & Programs

KSU's Quality Enhancement Plan (QEP) for SACS accreditation focuses on promoting "global learning for engaged citizenship." The QEP aims to improve global learning at KSU by ensuring that global learning outcomes are infused across the curriculum and co-curricular activities; that the global learning opportunities available to students are expanded and enriched; that the number of global learning specialists among the faculty, staff, and administration increases; and that the University create a formal global engagement certification.. Tracking these certifications over time will not only yield information on the growth of student participation in global learning opportunities and achievements, but also their distribution across KSU's degree programs and colleges. KSU's Global Learning Outcomes serve as the driving force that sets the direction for the QEP's improvement of student learning. Broad-based campus-wide engagement of KSU's student body in global learning is the University's core intent.

What is Global Learning for Engaged Citizenship?

KSU has defined Global Learning for Engaged Citizenship as an educational process that enhances one's competencies for participating responsibly in the diverse, multicultural, international, and interdependent world. It asserts that graduating seniors:

- recognize and incorporate the diversity, commonalities, and interdependence of the world's people, nations, and environmental systems into their general knowledge, academic specializations and worldviews;
- demonstrate effective and appropriate communication, interaction and teamwork with people of other races, nationalities, and cultures, either locally or internationally; and
- demonstrate respect and support for the common good of the world community, including its diversity, attention to human rights, concern for the welfare of others, and sustainability of natural systems and species.

KSU is committed to institutionalize global learning so that it is a part of all units and degree program offerings. Many disciplines have already contributed much to this effort. They can achieve much more through interdisciplinary collaboration. Understanding complex global interdependence requires bringing together diverse perspectives. Internationalizing the curriculum, strengthening international partnerships, and engaging in international research are a few of the most important means by which faculty can enhance global learning.

How can I Incorporate Global Learning into my Teaching?

There are many ways that faculty at KSU can engage in and enhance global learning, some of which may be incorporated relatively easily into any course. Faculty can also take advantage of professional development opportunities on campus to deepen their commitment.

Introduce low-cost modifications to an existing course

- Assign at least one research paper, presentation, case study, or group discussion that examines global issues and applies course-specific theories and principles.
- Recognize the unique contributions that students from diverse cultural backgrounds bring to the classroom and provide structured opportunities for these students to share their perspectives on course topics.
- Invite international students and returned study abroad students into classes to make presentations about their global learning experiences related to the course.
- Organize a field trip or assign coursework that takes KSU students out into different local communities or requires them to communicate in Web-based discussions with students in other nations.

Participate in faculty development opportunities

- Attend events in the annual the "Year of ..." country study series and join the faculty learning community linked to this series. This year's series focuses on the Atlantic World. For a schedule of events, visit www.kennesaw.edu/globalinstitute/atlanticworld.htm.
- Attend the Institute for Global Initiative's Conversations on Global Issues, typically held Wednesday evenings. www.kennesaw.edu/globalinstitute/conversations.html.
- Attend CETL-sponsored events, such as those organized by Dede Yow, CETL Faculty Fellow for Diversity in the Curriculum. For a schedule of upcoming events, visit www.kennesaw.edu/cetl.
- Participate in a faculty development seminar abroad or on a faculty exchange with one of KSU's many international partner institutions.
- Serve as a conversation partner or host an international student.

Deepen your commitment

- Join one of the area studies faculty committees or teach in a study abroad program.
- Propose a module or course that is linked to the "Year of ..." program.
- Propose and design new study abroad programs.
- Apply for Fulbright, Rotary and other grants for teaching and research abroad.
- Collaborate with faculty overseas or with local culture-specific community organizations to conduct joint research.
- Teach on-line with faculty at partner institutions overseas.

There are numerous journals that publish international research including a number of new interdisciplinary journals such as KSU's own *Journal of Global Initiatives*.

To learn more about these opportunities and more, contact the Institute for Global Initiatives (770) 423-6336.

The following article is reprinted with permission from The Tomorrow's Professor Mailing List (Msg.#800) <http://ctl.stanford.edu/Tomprof/>

How to Prepare New Courses While Keeping Your Sanity

Richard M. Felder, North Carolina State University,
and Rebecca Brent, Education Designs, Inc.

The posting below gives some excellent tips on what to do, and not do, when preparing to teach a course for the first time. It is from *Chem. Engr. Education*, 41(2), 121-122 (Spring 2007). Reprinted with permission.

Regards,
Rick Reis
reis@stanford.edu

Think of a two-word phrase for a huge time sink that can effectively keep faculty members from doing the things they want to do.

You can probably come up with several phrases that fit. "Proposal deadline" is an obvious one, as are "curriculum revision," "safety inspection," "accreditation visit," and "No Parking." (The last one is on the sign posted by the one open space you find on campus minutes before you're supposed to teach a class, with the small print that says "Reserved for the Deputy Associate Vice Provost for Dry Erase Marker Procurement.")

But the phrase we have in mind is "new prep"-preparing for and teaching a course you've never taught before. This column describes the usual approach, which makes this challenging task almost completely unmanageable, and then proposes a better alternative.

Three steps to disaster, or, how not to approach a new course preparation

1. Go it alone. Colleagues may have taught the course in the past and done it very well, but it would be embarrassing to ask them if you can use their materials (syllabi, learning objectives, lecture notes, demonstrations, assignments, tests, etc.), so instead create everything yourself from scratch.

2. Try to cover everything known about the subject in your lectures and always be prepared to answer any question any student might ever ask. Assemble all the books and research articles you can find and make your lecture notes a self-contained encyclopedia on the subject.

3. Don't bother making up learning objectives or a detailed syllabus-just work things out as you go. It's all you can do to stay ahead of the class in your lectures, so just throw together a syllabus that contains only the course name and textbook, your name and office hours, and the catalog description of the course; invent course policies and procedures on a day-by-day basis; and decide what your learning objectives are when you make up the exams.

Here's what's likely to happen if you adopt this plan. You'll spend an outlandish amount of time on the course-ten hours or more of preparation for every lecture hour. You'll start neglecting your research and your personal life just to keep up with the course preparation, and if you're

unfortunate enough to have two new preps at once, you may no longer have a personal life to neglect. Your lecture notes will be so long and dense that to cover them you'll have to lecture at a pace no normal human being could possibly follow; you'll have no time for interactivity in class; and you'll end up skimming some important material or skipping it altogether. Your policies regarding late homework, absences, missed tests, grading, and cheating will be fuzzy and inconsistent. Without learning objectives to guide the preparation, the course will be incoherent, with lectures covering one body of material, assignments another, and tests yet another. The students' frustration and complaints will mount, and the final course evaluations will look like nothing you'd want to post on your blog.

There's a better way.

A rational approach to new course preparation.

1. Start preparing as soon as you know you'll be teaching a particular course.

Dedicate a paper file folder and a folder on your computer to the course and begin to assemble ideas and instructional materials. While you're teaching the course, continue to file ideas and resources as you come up with them.

2. Don't reinvent the wheel.

Identify a colleague who is a good teacher and has taught the course you're preparing to teach, and ask if he/she would be willing to share course materials with you. (Most faculty members would be fine with that request.) In addition, try finding the course on the MIT OpenCourseWare Web site (<<http://ocw.mit.edu>>) and download materials from there. Open courseware may contain visuals, simulations, class activities, and assignments that can add considerably to the quality of a course and would take you months or years to construct from scratch. The first time you teach the course, borrow liberally from the shared materials and note after each class what you want to change in future offerings. Also consider asking TA's to come up with good instructional materials and/or inviting students to do it for extra credit.

3. Write detailed learning objectives, give them to the students as study guides, and let the objectives guide the construction of lesson plans, assignments, and tests.

Learning objectives are statements of observable tasks that students should be able to accomplish if they have learned what the instructor wanted them to learn. Felder and Brent recommend giving objectives to students as study guides for tests, and show an illustrative study guide for a midterm exam.

Before you start to prepare a section of a course that will be covered on a test, draft a study guide and use it to design lessons (lectures and in-class activities) and assignments that provide instruction and practice in the tasks specified in the objectives. As you get new ideas for things you want to teach, add them to the study guide. One to two weeks before the test, finalize the guide and give it to the students, and then draw on it to design the test. The course will then be coherent, with mutually compatible lessons, assignments, and assessments. Instead of having to guess what you think is important,

the students will clearly understand your expectations, and those with the ability to complete the tasks specified in the objectives will be much more likely to do so on the test. In other words, more of your students will have learned what you wanted them to learn. The objectives will also help you avoid trying to cram everything known about the subject into your lecture notes. If you can't think of anything students might do with content besides memorize and repeat it, consider either dropping that content or cutting down on it in lectures, giving yourself more time to spend on higher-level material.

4. Get feedback during the course.

It's always a good idea to monitor how things are going in a class so you can make mid-course corrections, particularly when the course is new. Every so often collect "minute papers," in which the students anonymously hand in brief statements of what they consider to be the main points and muddiest points of the class they just sat through. In addition, have them complete a survey four or five weeks into the semester in which they list the things you're doing that are helping their learning and the things that are hindering it. Look for patterns in the responses to these assessments and make adjustments you consider appropriate, or make a note to do so next time you teach the course.

5. Do everything you can to minimize new preps early in your career, and especially try to avoid having to deal with several of them at a time.

Some department heads inconsiderately burden their newest faculty members with one new prep after another. If you find yourself in this position, politely ask your head to consider letting you teach the same course several times before you move on to a new one so that you have adequate time to work on your research. Most department heads want their new faculty to start turning out proposals and papers in their first few years and will be sympathetic to such requests. It might not work, but as Rich's grandmother said when told that chicken soup doesn't cure cancer, it couldn't hurt.

Drs. Walters and Giddens Announce Publication of their SoTL Research

Dr. Margaret Walters and Dr. Elizabeth Giddens, KSU Department of English, with their co-researcher Dr. Susan Hunter (Clayton State University), have published their article, "Qualitative Research on What Leads to Success in Professional Writing" in the peer-reviewed, online *International Journal for the Scholarship of Teaching and Learning*. Their 3-year research project was partially funded by CETL's Scholarship of Teaching and Learning Team Awards. The article contains embedded video clips from their research and is a model of how multimedia research can be conducted and then its findings disseminated to a scholarly audience. To read the article visit www.georgiasouthern.edu/ijstol/v1n2/articles/walters/

Inaugural TEaCH Workshop (Teaching with Technology) September 28, 2007

Are you curious about how to use RSS feeds or wikis in your classes?

Is your home wireless network secure?

Have you ever wondered just how advanced your technowizard students are?

Come to the TEaCH workshop to amplify your Information and Communication Technologies (ICT) acumen.

In the inaugural offering of the TEaCH workshop series on September 28, Jorge Perez, CETL Fellow for e-Learning, and Meg Murray, Associate Professor, Department of Computer Science and Information Systems, will condense their popular ICT literacy course (CSIS 2101: Computers and Your World) into a potent, not-from-concentrate workshop for faculty. Join us to hear about Jorge and Meg's extensive research on student ICT literacy.

Online Course Development/Review

Chris Randall, CETL Associate Director for Technology-Enhanced Learning, will coordinate the Quality Matters (QM) online course development and review process. Several QM training sessions for prospective online course faculty are already scheduled this month, and CETL is planning to host additional training sessions in November. Additionally, Chris will continue to work with the Online Course Faculty Advisory Committee and the KSU e-Learning Collaborative to promote the use of learning technologies in all resident, hybrid, and online courses at KSU.

Important Dates:

September 7

Quality Matters "Peer Review Training" Session
9 am - 4 pm at CETL

September 13 & 14

Quality Matters "Improving Your Online Course" Session
8:30 am - 12:30 pm, 1:30 - 5:30 pm at CETL

October 8: Online Course Submission Deadline.

Courses submitted prior to October 8 will have an opportunity to resubmit for Spring 2008. Submissions received after October 8 will be reviewed for summer 2009 or a subsequent semester/term.

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