



Connections

Connecting Teaching, Learning, Research and Service

A Publication of Chicago State University's Center for Teaching and Research Excellence

*In theory there's
no difference
between theory
and practice. In
practice there is.*

- Yogi Berra

Hold The Dates

- Sept 2 at Noon—
Incorporating Writing
Across the Curriculum
- Sept 16 at Noon—
Teaching with iPads:
Tips and Techniques
- Sept 23 by 5pm—
Requests to attend
Slate due
- Oct 1 by 5pm—1st
Quarter Grants Appli-
cations Due
- Additional Workshop
Dates on page 4.

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Certifying Instructors to Teach Online and Hybrid Courses

Online and hybrid courses continue to increase on campus. In fact, this fall over 180 course sections are listed as being offered online. This number equals the number of online courses offered BOTH fall and spring last year. Hybrid courses are following a similar growth pattern.

In order to effectively teach online, faculty have to change the way they approach instruction. In the past, CSU has provided individual support to instructors as requested. However, a more systematic approach was needed. To address this

issue the CSU Online Certification Training (CSU OCT) has been established. All faculty scheduled to teach an online or hybrid course are strongly encouraged to participate.

This online certification training will help participants to understand what online teaching is, how to prepare their course content, Moodle basics, and best practices surrounding online course development.

The OCT was piloted in July with 14 online instructors and the results were very encouraging. Thirteen of the 14 par-

ticipants stated that they would change the way they structured their course based on what they learned. This is



encouraging, because 65% had already been teaching online for over 4 years and 80% had taken courses on how to teach online. The

Continued on page 2.

Fresh Approach to Faculty Development: Friday Faculty Fest

The Center for Teaching and Research Excellence continues to work toward addressing the needs of faculty through relevant programming. This semester we are kicking off our new series, "Friday Faculty Fest."

Every Friday beginning at noon in LIB301, the CTRE will host workshops focusing on the developmental needs of the faculty.

Initial topics include incorporating writing in all academic areas, effectively using iPads in the classroom, designing engaging courses, matching pedagogical strategies with student learning styles, and leveraging Moodle and other technologies in your class.

These workshops will be facilitated by experts from local universities and our own talented faculty and staff.

Each Friday, the sessions will begin at noon. Faculty are encouraged to bring their lunches. The CTRE will provide drinks and dessert.

Please update your calendars holding Friday afternoons open to participate in the various opportunities available through the Friday Faculty Fests.

September's Friday Faculty Fest Calendar:

- 9/2—Incorporating Writing Across the Curriculum (Dr. McMahon, RMU)
- 9/9—Making Moodle Work for You
- 9/16—Teaching with iPads: Tips and Techniques (Dr. J. Rhode, NIU)
- 9/23—Turn It In Users Group Meeting
- 9/30—More than Multiple Choice: Assessing student Learning

Descriptions and registration is available online at www.csu.edu/facdev

Someone You Should Know: Mike Sukowski, Director of the CTRE



Michael Sukowski is the new Director of the Center for Teaching and Research Excellence. He is currently working towards a Doctor of Education degree with a specialization in education administration and adult learning.

Mike holds a Master of Education degree in Instructional Design and Technology from American Intercontinental University and a Bachelor of Applied Science in Graphic Design

degree from Robert Morris College.

He has worked as an Assistant Professor of Instructional Design and Technology (online and hybrid courses), faculty developer and Executive Director of Instructional Design and Technology Services. He led the team that established the Concordia University E-portfolio Resource and Assistance Lab for faculty, students, and staff and is also a speaker on topics related to professional portfolios and instructional technology. He is a former board member and past president of the Chi-

cago Area Faculty Development Network. He has been a presenter at the Annual SLATE Conference and was presented with the 2010 SLATE Star Award.

Working with Drs. Paul Sims and Margaret Trybus, he co-authored *Reaching the Tipping Point: The Interconnectedness of Course Work, Internships, and Portfolios* for The National Council of Professors of Educational Administration 2007 Yearbook and they presented on this topic at the annual conference.

He has also submitted a chapter to [The Strategic Management of Higher Education Institutions: Serving Students as Customers for Institutional Growth \(SMHES\)](#) entitled *The Changing Learner*.

"I'm excited to be a part of the CTRE team and look forward to great things happening."

CSU OCT (con't from page 1)

reason for the change was due to understanding institutional best practices and the sharing of information.

After some refining, faculty and instructors scheduled to teach an online or hybrid course will be invited to participate in the training.

The OCT helps the CTRE achieve several goals:

1. Establishes a baseline of what is expected of online instructors
2. Introduces institutional best practices
3. Builds relationships between the faculty teaching and the staff supporting them in the CTRE.
4. Provides faculty using technology with new tools, as each full-time faculty member completing the program is assigned an iPad.

Increase in Grant Funding for Faculty

The CTRE has been provided an additional \$300,000 for faculty development and programming this academic year.

The CTRE Advisory Board has met to review the proposed budgeting of the funds. It has been determined that the majority of the funds, upwards of \$230,000, will be used to fund faculty travel, equipment requests, research support, and other internal grant opportunities.

A portion of the remaining funds will be used to establish a faculty technology lab where faculty will be able to access high end equipment and software, have space to work on projects, and even drop off projects for completion by the CTRE staff.

The rest of the funds will be used to support on-campus development opportunities.

Grant Applications Available Sept 1st

The applications for CTRE grants for faculty will be available on Sept 1st online at www.csu.edu/facdev. The applications will be due beginning of each fiscal quarter starting Oct 1.

The following options are available:

Enrichment Grants: Provides for travel costs, needed equipment, and/or resources to support teaching and research interests.

Seed Grants: Provides funds to support research agendas and projects.

Student Engagement Grants: Provides funds for faculty to encourage student engagement with faculty on campus.

CTRE Advisory Board Call for Participation

During the spring semester, the CTRE established an advisory board to oversee the activities of the Center and help make sure they align with the needs of the faculty.

The Board will meet monthly throughout the calendar year to review budgets, plan for programming, and help establish policies and procedures.

While we are off to a good start, in order to accomplish these tasks, participation from faculty is essential. The CTRE Board needs faculty who are interested in faculty development and willing to work to serve on the Advisory Board or on one of several committees which have been established. The committees under the CTRE Advisory Board include:

- Celebration and Community
- Teaching Excellence
- Research Excellence
- Technology Excellence
- Service Excellence

These are university committees and may count towards your service requirements in your DAC.

If you are interested in participating on any of the committees listed above or on the Board, itself, please email Liz Osika (eosika@csu.edu) and she will forward your name to the Board. The Membership committee will be in contact with you to complete the application process.

Student Engagement Equals Success

According to Newmann, (1992) Student engagement occurs when students make a psychological investment in learning. They take pride not simply in earning the formal indicators of success (grades), but in understanding the material and incorporating or internalizing it in their lives.

CSU faculty who recently completed the Online Certification Training (OCT) course shared examples and thoughts about how they incorporate student engagement in their courses.

Elizabeth Arnott-Hill, assistant professor in the psychology department, likes the discussion board. She states, "I think I would say that the discussion board has been the most effective means that I've found to engage students thus far - particularly when I have them comment or critique one another.

Using the discussion board, my students have engaged in some very lively and in-depth conversations. Online courses offer other unique opportunities for student engagement (video clips, computer simulations, discussion boards). It is both challenging and exciting to go beyond some of my usual methods.

I am looking forward to using

Elluminate and having students complete group work this fall. (Last year, I used only discussion board posts as the means of interaction in the course.) It is my hope that using multiple methods of interaction will create more of a feeling of community in the class."



Barbara Price, assistant professor in the Health Information Administration program, finds various ways to foster student engagement. This is accomplished by creating different interactions including student to student, student to instructor, and student to content. These interactions encourage development of students' critical thinking skills, and knowledge construction. She states, "I want students to be active rather than passive learners."

Kevin Smith, an instructor in physical sciences, explains how he integrates technology to engage students. He states, "In my physical science course, I work actively to include more social media tools when effec-

tively engaging and communicating with students. It is very important to ensure my online students experience my student-centered teaching approach that I express to my face-to-face students. So creating my online persona is key!

I do this by ensuring my biography is posted well before the class that include my education, my hobbies, my research interest and some fun tips. I then encourage students the first week to share with me and their peers their bios too!

I make sure I work to respond to messages within 24 hours at the latest. But I check email morning, mid-day, and evening when time permits. Responding to their questions and comments in a timely fashion are key! Plus using social media, I use video and text chats such as skype or googlechat as alternatives to office hours and engagement. It helps that I use my iPad often for on-the-go communications, even when I am out-of-town!

Lastly, when I introduce a new activity or modules, I often use a software that combines screen shots and movements in conjunction with my audio and video of myself providing the instruction. My favorite software currently is SCREENFLOW but I was just introduced to SCREENR this week. I plan on checking it out soon!"

Moodle has Class

Engaging students in the learning process is key for student success and retention. One way to increase student engagement is to provide multiple opportunities for them to practice with the concepts and content covered in your class.

In the "old days," we used to make our own flash cards or have someone quiz us on concepts. Now, a new option in Moodle allows faculty to provide several different self-study tools to their students.

By using StudyMate Class, an instructor can use the test banks provided by the publisher or their own files to provide students a variety of self-study tools. These include such things as flash cards, pick-a-letter, matching, crossword puzzles and several more.

In addition, if allowed by the instructor, students can have access to select the types of tools that most interest them.

For more information on using StudyMate Class contact Theo Garth at x2285 or check out the Getting Started Guide at www.tinyurl.com/classpdf

CSU's HLC is on a Mission

On June 27, 2011, the CSU Board of Trustees adopted new Core Values, a new Vision Statement, and a new Mission Statement. The new Mission Statement is as follows:

Chicago State University (CSU) is a public, comprehensive university that provides access to higher education for students of diverse backgrounds and educational needs. The university fosters the intellectual development and success of its student population through a rigorous, positive, and transformative educational experience. CSU is committed to teaching, research, service and community development including social justice, leadership and entrepreneurship.

The Higher Learning Commission will be coming to campus in 2012/2013 to evaluate whether we operate in a manner consistent with our mission. Please take a moment to familiarize yourself with this new mission statement and think about how what you do at CSU ties in with the mission. The Mission Statement, together with the Core Values and Vision Statement, can be found at www.csu.edu

@ the Library

The library will be presenting a number of new and exciting initiatives and collaborative activities this semester. First, there is an interdisciplinary partnership that will spark creativity and research opportunities for the CSU community. CSU Reads is an initiative that will allow faculty and students to use the award-winning title *The Immortal Henrietta Lacks* as the foundation for many teaching and learning experiences. For more information, contact Professor C. Snelling (csnellin@csu.edu). Second, simultaneous live online and live in-person, and asynchronous online, library instruction is now available. For more information or to schedule an online session, contact Prof. Rosalind Fielder (rfielder@csu.edu) or Brandon Taylor (b-taylor@csu.edu).

It is not too early to begin scheduling library instruction sessions for the fall. Instruction sessions range from a 50-minute lecture/discussion to 2 consecutive 50-minute sessions, the first devoted to lecture/discussion, the second to hands-on experience. To schedule an instruction session or discuss your needs, please contact the Reference Desk by phone at [773-995-2235](tel:773-995-2235) or email at reference@csu.edu. Classes should be scheduled at least 2 weeks in advance.

August / September 2011— Faculty Events

Mon	Tue	Wed	Thu	Fri
22 7pm—Moodle Basics (Online)	23	24 2pm—Moodle Grade- book (Online)	25	26 11 am—Building Quiz- zes in Moodle (LIB144)
29	30	31 2 pm—Using Elluminate to Facilitate Class (Online)	1	2 Noon—Integrating Writing Across the Curriculum (LIB301)
5	6 4pm—Using Respondus for Quizzes and Support (LIB144)	7 2pm—Using Elluminate to Facilitate Class (LIB144)	8 2pm—Using Respondus for Quizzes and Sup- port (LIB144)	9 Noon—Making Moodle Work for You (LIB301)
12	13 2pm—Using Elluminate to Facilitate Class (Online)	14	15	16 Noon—Teaching with iPads (LIB301)
19 Noon—Moodle Basics (LIB144)	20 2pm—Moodle Basics (Online)	21	22 2 pm—Moodle Grade- book (LIB144)	23 Noon—Turn It In User Group (LIB301)
26 7pm—Online Learning Best Practices (Online)	27	28 2pm—Using Ellumi- nate’s Advanced Fea- tures (Online)	29 2 pm—Moodle Discus- sion Boards (Online)	30 Noon—More than Multiple Choice: As- sessing Learning

The Center for Teaching and Research Excellence

The purpose of the Center for Teaching and Research Excellence (CTRE) is to build a community among the faculty at Chicago State University, where best practices and current research is shared with the intent to improve the quality of teaching and learning; promote involvement in areas of service, integrate 21st century tools and technologies into instruction, and encourage and support research.

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FREE REGISTRATION FOR SLATE

The annual SLATE Conference held on October 13 and 14 at the University of Chicago gives faculty the opportunity to exchange ideas and best practices regarding teaching and learning online.

Details of the conference are available online at

<http://slategroup.uchicago.edu/slateconference.html>

The first 10 faculty members interested in attending the SLATE Conference can have their registration fee covered by the CTRE.

If you are interested please email Liz Osika at eosika@csu.edu. You will need to submit a Travel Authorization Form to the CTRE no later than September 23.