



Connections

Connecting Teaching, Learning, Research and Service

Volume 2: Issue 10

June 2012

“Never mistake activity for achievement.”

-John Wooden

Upcoming Events

6/6

“Engaging Students in the Content and Culture of Science through Experiments, Discussion, Observations, and Community Consensus Building” with Dr. Mel Sabella 11:00-1:00 / SCI 108

6/20

Student Engagement Workshop with Dr. Tim Harrington 12:00-2:00 / LIB 301

6/27

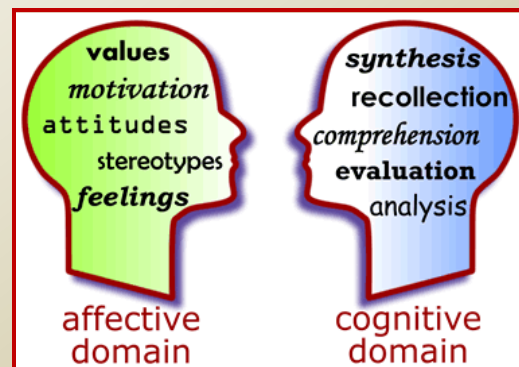
“Transforming Static 2D Images into Dynamic, Interactive Content” with Jay Sternickle 12:00-2:00 / LIB 301

See page 4 for more!

Affective and Cognitive Domains

As instructors in higher education, a great deal of attention is paid to the cognitive domain, that is, functions of the brain dealing with synthesis, recollection, comprehension, analysis, and evaluation. But increasingly, studies are showing that more meaningful learning can take place when both the cognitive and affective domains are engaged.

The affective domain includes factors such as student motivation, attitudes, perceptions, and values. In other words, it encompasses areas that can make learning seem more relevant, engaging, and personal to a student. And



when students feel learning is more relevant to them, they are inclined to put more thought and effort into their work.

To learn more about the affective and cognitive domains, and how to plan lessons that balance attention to both, visit [The Affective Domain in the Classroom](#).

Getting Creative with Creative Commons

Have you ever found yourself using pictures, music, or videos, and wondering if you were breaking copyright law? Then you'll be glad to learn about [Creative Commons](#).

It is a nonprofit organization that allows people to share and use creative work in a way that is fully



compliant with copyright law. Its mission, according to its website, is to “develop, support, and steward legal and technical infrastructure that maximizes digital creativity, sharing, and innovation.” In other words, they help people control what

and how much work they share online, with the ultimate goal of allowing people who want to share their work be able to do so easily.

One example of how Creative Commons has taken off is [Flickr](#), the photo sharing website. On Flickr's Creative Commons section, there are six different categories, each

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Another Social Network? Yes, and Here's Why It Matters.

With the advent of social networks like Twitter, Google+, LinkedIn, and the ubiquitous Facebook, one might easily make the case that the market is saturated.

Not so, says Microsoft's FUSE Labs.

Enter [So.cl](http://www.so.cl) (pronounced "social"). The key, as they see it, is not to fight the existing landscape of social networks, but rather to draw from them,

focusing primarily on college and high school audiences. As its own website states, So.cl "expect[s] students to continue using products such as Facebook, Twitter, [and] LinkedIn... We hope to encourage students to reimagine how our everyday communication and learning tools can be improved,

by researching, learning, and sharing in their everyday lives."

The idea is an interesting one. Rather than a primarily educational network like Edmodo, or a primarily social network

like Facebook, So.cl seems to be forging new territory somewhere between the two, attempting to make a more productive and intellectually engaging experiment.

Of course, whether that pans out for So.cl, or it finds itself fade into the "noble experiment" pages of internet history remains to be seen.

To try So.cl for yourself, visit www.so.cl.



MERLOT/Sloan-C Conference



On July 25-27, the MERLOT and the Sloan Consortium will be having a conference

titled, "Emerging Technologies for Online Learning." It will take place in Las Vegas, Nevada.

Faculty who are interested in attending should be sure to fill out an enrichment grant application for the July 1 deadline.

For more information on the conference, [click here](#).



Congratulations!

The CTRE would like to congratulate all the CSU faculty who helped prepare their students to graduate at the 350th Commencement Ceremony.

Thanks to you, our students will be joining the ranks of men and women who are living examples of productive, civic-minded world citizens.

We would also like to send a special congratulations to the College of Pharmacy for their first graduating class of PhD students.



"At Your Fingertips: News from LIS" will return for the July newsletter.

Grant Writing Workshop at CSU

Chicago State University is in the planning stages of bringing a comprehensive grant writing workshop to campus for faculty.

Organizations like the [Grant Training Center](#), which has led workshops at such institutions as Harvard University and the University of Chicago, is available to help faculty learn about such useful topics as:

- *Crafting effective needs and mission statements*
- *Researching and identifying key funding sources*

- *Developing focused and realistic budget proposals*
- *Understanding the most current guidelines and regulations*
- *Paralleling requests to donor's interests*
- *Understanding key differences between federal, foundation, and corporate funding*

Especially as university budgets across the nation become tighter, and faculty look off campus for

ways to fund their teaching and research projects, it is more important than ever to be comfortable navigating the waters of grant writing.

In order to help the CTRE offer the most effective workshop possible to faculty at CSU, it is important that you take a moment to pro-



vide your input on what you'd like to see offered.

You can take a one-minute survey at the following link:

bit.ly/LjeMKI

If you have any questions, please contact James Kowalski at jkowalsk@csu.edu or x2498.



New Peer-Reviewed Humanities Journal to Launch

Imagining America, a consortium of universities and organizations dedicated to advancing public and civic purposes of humanities, arts, and design, has announced the launching of a new peer-reviewed journal.

The publication, likely to be called *Imagining America*, “will promote the documentation, evaluation, investigation, and analysis of theories and practices, integrating arts and

culture in public partnerships,” according to the IA website.



Like its other publication, *Foreseeable Future*, the

new journal will be completely online and available to the public, free of charge.

To learn more about *Imagining America* and its publications, including submission deadlines, visit their website at:

imaginingamerica.org

Creative Commons

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with different sharing privileges. The creator of the content defines what those privileges are, which can vary from allowing free and open use, only non-commercial use, or non-derivative use, with a clear definition of what each means.



To learn more about Creative Commons, including how you can post and share as you build material for your own research or teaching, [click here](#).

June 2012—CTRE Events

MON	TUES	WEDS	THURS	FRI
28 MEMORIAL DAY HOLIDAY	29	30	31	1
4	5	6 <u>“Engaging Students in the Content and Culture of Science through Experiments, Discussion, Observa- tions, and Community Consensus Building”</u> with Dr. Mel Sabella 11:00-1:00 / SCI 108	7 CTRE Advisory Board Monthly Meeting 1:00-2:00 / LIB 301	8
11	12 Distance Education Committee Monthly Meeting 12:30-2:00 / LIB 301	13 <u>“Using and Creating Courses in iTunes U”</u> Faculty Webinar 11:00-12:00 / LIB 301	14	15
18	19	20 <u>Student Engagement Workshop</u> with Dr. Tim Harrington 12:00-2:00 / LIB 301	21	22
25	26 <u>“Faculty Perceptions of OER and Transforming Your Teaching”</u> Faculty Webinar 11:00-12:00/LIB 301	27 <u>“Transforming Static 2D Graphics into Dynamic, Interactive Content”</u> with Jay Sternickle 12:00-2:00 / LIB 301	28	29 <u>“Integrating Writing Across the Curriculum”</u> with Mick McMahon 12:00-2:00 / LIB 301

From the Director’s Desk

By Michael Sukowski

As another academic and fiscal year come to a close, the CTRE would like to thank everyone for their participation in this year’s events, workshops, and activities. A special thank-you goes out to the University and the Provost for their vibrant support for faculty development, teaching, and research excellence. Many thanks also to Dr. Liz Osika for her tireless dedication;

we also wish her the best of luck as she transitions from her role as Interim Associate Dean of the Library to faculty. And finally, thanks to the faculty who served on the Distance Education Committee and the CTRE Advisory Board.

