



Connections

Connecting Teaching, Learning, Research and Service

Volume 3: Issue 3

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“Coming together is a beginning; keeping together is progress; working together is success.”

- Henry Ford

Upcoming Events

10/3

[“Spicing Up Your Syllabus: Objectives, Assessments, and Bloom’s Taxonomy”](#)

with Mike Sukowski
12:00-2:00 / LIB 301

10/10

[“Teaching with and Research Primary Sources: How CSU Archives and Special Collections Can Help You”](#)

with Aaisha Haykal
12:00-2:00 / LIB 301

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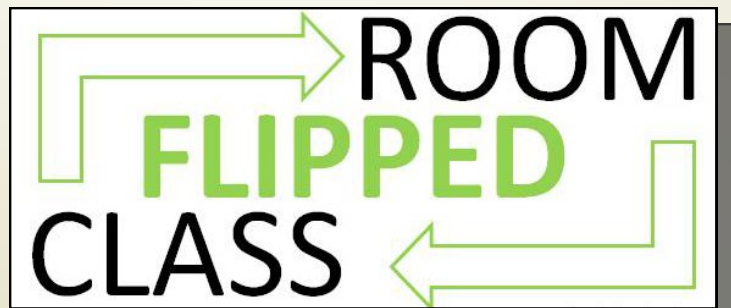
Building the Learning Community: Flip, Don’t Flop

Mark your calendars for the second in the CTRE’s faculty development series, *Building the Learning Community*. On November 28, Michael Garver and Brian Roberts of Central Michigan University will be on campus for a special all-day workshop titled, “Flip, Don’t Flop: Flipping the Classroom to Maximize Learning.”

And as an added bonus, TechSmith representatives will be present on November 29 to show faculty some easy-to-use tools that can facilitate flipping the classroom.

To register, contact James Kowalski at jkowalsk@csu.edu or x2498.

Flipping the classroom is a way of delivering video lecture content to students outside of class, and then using class time for deeper probing of that content.



Discussions Make a Difference

By Maryellen Weimer, Ph.D.

The evidence that students benefit when they talk about course content keeps mounting. In the study highlighted below, students in two sections of an introductory zoology course were learning about the physiological mechanisms of RU-486 and about emergency contraception medication. They learned about the topic in three 50-minute lecture periods. Students in both sections were given sup-

plementary reading that reinforced the content, and they were encouraged to ask questions and discuss the content during lab. In addition, students in the experimental bioethics section read and discussed essays that addressed the social, ethical, and legal issues associated with use of emergency contraception. Students in the experimental section then discussed these readings. They managed the discussion, asking questions and raising the issues they wanted to



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At Your Fingertips: News from LIS

Compiled by Prof. Rosalind Fielder

This fall, the Reference Department launched a new system for requesting library instruction for classes. Faculty can now submit their requests online at: csu.libcal.com/booking/libraryinstruction. Faculty will receive an immediate response via email that their request is under review by the library instruction coordinator. Meanwhile, the time they requested is reserved on the instruction calendar. Once an instruction request has been approved, confirmation will be sent via email. Faculty are advised to wait for that confirmation before notifying their students about the date of an instruction session in the library.

Library Instruction sessions can be scheduled Monday through Saturday, including weekday evenings, by any member of the CSU faculty (full-time, part-time, or adjunct). Instruction sessions can be general in focus, covering the library catalogs and other library databases that may be appropriate for a broad range of academic subjects. Sessions may also be customized for a specific academic discipline or geared towards a particular course assignment. Please submit requests for library instruction at least **2 weeks** in advance.

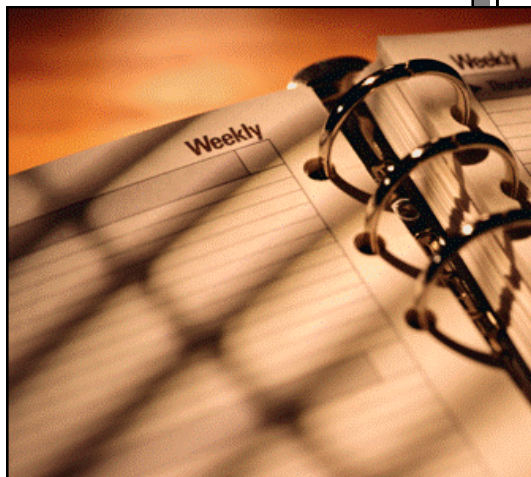
The ideal time for an instruction session is **2 to 3 weeks** before the related class assignment is due. The standard instruction session (also known as a standard **BI**) is typically scheduled for **50 minutes**. However,

faculty may also request a **double BI** (two 50-minute sessions). In the case of a double BI, the first session would be a lecture/presentation; the second session would be devoted to hands-on activity for students. Faculty may schedule both sessions on the same day (back to back) or on two different dates. Any questions regarding library instruction can be directed to the Reference Department by phone at 773-995-2235 or by email at:

instructionrequest@csu.edu

The library subject selectors will soon begin selecting materials for the library collection (print books, e-Books, media, etc.). Faculty are strongly encouraged to begin sending **recommendations** for new materials to the library liaison to their department or program now. Find out who the liaison is for your department or program by exploring the **Library Subject Liaisons** online library guide, located at: csu.libguides.com/libraryliaisons. Subject liaisons are currently building a collection of online research and subject guides using the online software application *LibGuides*, which was developed specifically for libraries. Currently,

the collection includes guides focused on a range of academic disciplines and subject matter as well as guides developed for specific courses (*Course Guides*). A **subject index** of current LibGuides is located at: csu.libguides.com/index.php. Explore the **Faculty Resources** LibGuide for a range of information related to library resources and services for faculty: csu.libguides.com/facultyresources



Discussions Make a Difference

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talk about. The instructor intervened only when there was confusion about the content or when prompting and follow-up were needed to advance the discussion. Students in both sections were given a pre- and post-course knowledge survey. “Overall, students in the bioethics section demonstrated movement from incorrect to correct knowledge on all but one survey item. Students in the content-only section demonstrated little to no increase in knowledge, and in fact performed worse on one item.” (p. 36)

Performance on an exam administered two weeks later that contained questions on this content was also analyzed. There was no difference in scores for those exam questions, for total exam scores, or for final course grades. Researchers did find qualitative differences in student responses to a relevant short-answer question on the exam. “Specifically, more students in the bioethics section correctly cited one or more ways in which emergency contraception may prevent pregnancy, and they seemed to have a better understanding of the mechanism of ... emergency contraception overall....” (p. 37)

Discussion aids learning because “it is the connections students make, both within and between subjects, that help students create an understanding of concepts that goes beyond memorization.” (p. 38) Discussion engages students. It gives them the opportunity to practice using the language of the discipline, and in this case it was helping develop much-needed scientific literacy.

It’s hard to persuade faculty that talking benefits students, partly because students are content novices. They don’t talk about content as experts do. Their descriptions are not precise, their language is



informal, and their understandings are preliminary. Faculty can do a much better job explaining the content, but research like this keeps verifying that students don’t learn as much by listening to expert explanations. They learn by constructing their own explanations. They need teachers who offer feedback and help them improve the quality of their explanations. Novices learn from experts, but not from experts with all the answers.

Reference: Bodensteiner, K. J. (2012). “Emergency contraception and RU-486 (mifepristone): Do bioethical discussion improve learning and retention?” *Advances in Physiology Education*,

36 (March), 34–41.

This article first appeared in the July edition of *The Teaching Professor*.

CTRE Moodle Support

As any online instructor knows, teaching online requires a great deal of time and energy, and sometimes it can seem a bit overwhelming.

For those struggling with Moodle, or just looking to brush up on their skills, remember the CTRE is always on hand to offer assistance to both faculty and students at CSU. Our support services include the following:

- Online Certification Training (required to teach online)
- One-on-one help sessions
- Twice-weekly online training sessions
- ORG-INSTRUCTORS course in Moodle
- In-person faculty workshops (see calendar)



To learn more about what the CTRE can do to help you teach online, call 773-995-2960 or stop by our offices at LIB 318. You can also email us elarning@csu.edu.

October 2012—CTRE Events

MON	TUES	WEDS	THURS	FRI
1	2 Moodle Training: Using Moodle Activities 12:00-1:00 / Online	3 “Spicing Up Your Syllabus: Objectives, Assessments, and Bloom’s Taxonomy” with Michael Sukowski 12:00-2:00 / LIB 301	4	5 Moodle Training: Using Moodle Activities 10:30-11:30 / Online
8 <i>To register for a workshop, contact James Kowalski at jkowalsk@csu.edu or X2498.</i>		10 “Teaching with and Researching Primary Sources: How CSU Archives and Special Collections Can Help You” with Aaisha Haykal 12:00-2:00 / LIB 301 & Archives	11 	12
15	16 Moodle Training: Using Audio/Video in Your Course 12:00-1:00 / Online	17 “Lights! Camera! Mousepad! An Introduction to Online Video Editing” with Jay Sternickle 12:00-2:00 / LIB 301	18	19 Moodle Training: Using Audio/Video in Your Course 10:30-11:30 / Online
22 	23 Moodle Training: Organizing Your Grade Book 12:00-1:00 / Online	24 “Clear, Clean, and Smart: Best Practices in Online Instructional Design” with Allyson Dickie and Kathy O’Donoghue 12:00-2:00 / LIB 301	25	26 Moodle Training: Organizing Your Grade Book 10:30-11:30 / Online
29	30 Moodle Training: Helping Your Students with Moodle 12:00-1:00 / Online	31 “Giving Students What They Need: An Introduction to the CSU Abilities Office of Disabled Student Services” with Sandra Saunders 12:00-2:00 / LIB 301	1	2 Moodle Training: Resources @ Your Fingertips 10:30-11:30 / Online

From the Director’s Desk

By Michael Sukowski

“Building the Learning Community” is more than a theme for the CTRE—it is at the core of what we do. Recent workshops have spoken about using pedagogy *and* technology, as well as being a knowledge-producing asset. We are in the process of putting together “Birds of a Feather” sessions where we bring together full-time and adjunct faculty who teach the same course and discuss what works, what doesn’t work, course goals, and learning objectives. The CTRE Advisory Board and the Distance Education Committee are looking for members to participate in

multiple aspects of CSU’s learning community. The CTRE is also partnering with several departments on specific topics of professional development including spicing up your syllabus and improving your teaching skills. Watch the weekly and monthly newsletters and flyers for the upcoming events and workshops.

A work in progress is the CTRE’s Learning and Instruction Zone where students and faculty may come to work together and experience new technologies and

research. We also urge you to engage your students in research as well. The CTRE grant program is one way to help make this happen; grant deadlines are July 1, October 1, January 15, and March 15.



As we continue to move forward in building the learning community, your input is needed. We encourage you to send us an idea, comment, suggestion, or stop by to chat with us. The CTRE is here to serve you.