

*communicating for*

# LEARNERS

*The Center for Teaching, Learning, and Technology  
Fall Semester 2006*

FALL  
No. 1

## New at the Center this Fall Semester

The Center has new friends and collaborators, resulting in professional development opportunities for faculty and graduate students. This Fall Semester 2006, we are offering workshops about advising as teaching, academic honesty, and service learning.

Read on for more information and please visit our website to register for these workshops. [www.bgsu.edu/ctlr](http://www.bgsu.edu/ctlr)

### Advising as Teaching Workshops

How is advising transformed when approached as a teaching activity? What teaching tools and strategies apply to the advising process? The Office of the Vice Provost for Academic Services and The Advising Network invite you to attend workshops at the Center to explore uniting the teaching and advising processes. Learn how to create an advising syllabus for more effective advising relationships; identify student and advising resources on campus; access and use advising technology tools to access your advisees' academic information; and understand BGSU academic policies and practices to better explain them to your advisees.

### Academic Honesty Workshops

The BGSU community must affirm and promote the importance of academic honesty. To that end, Barbara Waddell, Division of Academic Affairs, and Colleen Boff, University Libraries, are collaborating with the Center to provide workshops that inform faculty and graduate students about BGSU's academic honesty policy and procedures, the detection of problem situations, and most importantly, the prevention of incidents that could be breaches of the academic honesty policy. Cheating and plagiarism are destructive to the mission of the University, and all members of the community can benefit from learning how to enhance and sustain an environment of ethical and principled intellectual pursuit.

### Service Learning Workshops

Service Learning, a strong pedagogy for BGSU students, is characterized by student participation in organized service activities. These activities are connected to specific learning outcomes, meet identified community needs, and provide structured time for student reflection and connection of the service experience to learning and academic course content. Jane Rosser, the newly appointed Director of Service Learning, is working with the Center's staff to offer faculty and graduate students workshops that define and describe service-learning models and allow BGSU faculty to discuss how they have incorporated service learning into their course designs.

## New Resource Opportunity

The University Libraries and the Office of the CIO now subscribe to the online version of the Chronicle of Higher Education (CHE). Members of the BGSU community have two paths to access CHE and be recognized as subscribers. You will not be recognized as a subscriber if you access the online version from [chronicle.com](http://chronicle.com).

To access CHE, follow one of these two paths:

#### Path One

- Start at [BGSU.edu](http://BGSU.edu), select Libraries, then Research Databases.
- Click on C in the alphabetical list.
- Click on "Connect," to the right of the Chronicle of Higher Education listing. If you are off campus, you will be asked to authenticate with your name, PO#, and library pin.

#### Or Path Two

- Use this address on or off campus to access the CHE as a member of the BGSU community:  
<http://0-chronicle.com.maurice.bgsu.edu/> If you are off campus, you will be asked to authenticate with your name, PO#, and library pin.

*Please call the University Libraries Research and Information Desk (419.372.6943) if you have any questions.*



## visionary STATUS

Thomas L. Friedman earned his visionary status for many reasons, including his views on globalization and higher education. Friedman is the international affairs columnist for The New York Times and an award-winning author. His book, *The World Is Flat: A Brief History of the Twenty-first Century*, can be accessed through the BGSU library and at the Center. The book's first edition was published in April 2005 and a second edition in January 2006. According to Friedman, he elected to write the second edition because the "forces flattening the world didn't stop" and "readers will find a lot more on education and the flat world in this new edition of the book."

Friedman maintains a website that won him "Webby Award Person of the Year." This site offers links to his recent columns and "Tom's Journal" on the News Hour with Jim Lehrer.

[www.thomasmfriedman.com](http://www.thomasmfriedman.com)

**If you would like to read some of Friedman's older columns,**

- Start at BGSU.edu, select Libraries, then Research Databases.
- In search databases by subject, select "Newspapers."
- Scroll down and select "New York Times Historical."

If you are off campus, you will be asked to authenticate with your name, PO#, and library pin.

## what would you prefer?

Index of Learning Styles Questionnaire, Kolb's Learning Styles, Multiple Intelligences Survey, VARK Learning Preferences—Why as teachers and learners would we want to use any of these tools?

As a new semester begins, students and teachers are both focused on their new, learning and teaching relationships. An important part of these relationships can be identifying the learning styles of all parties involved.

Dr. Richard M. Felder, Professor Emeritus of Chemical Engineering at North Carolina State University, in collaboration with Dr. Linda K. Silverman formulated a learning styles model, and then Felder and Barbara A. Soloman developed the instrument. Dr. Felder discusses the importance of learning styles at his website (a valuable URL that has a number of publication links related to the learning styles model). [www.ncsu.edu/felder-public/Learning\\_Styles.html](http://www.ncsu.edu/felder-public/Learning_Styles.html)

According to Felder, "Students preferentially take in and process information in different ways: by seeing and hearing, reflecting and acting, reasoning logically and intuitively, analyzing and visualizing, steadily and in fits and starts. Teaching methods also vary... When mismatches exist between learning styles of most students in a class and the teaching style of the professor, the students may become bored and inattentive in class... If the balance is achieved, all students will be taught partly in a manner they prefer, which leads to an increased comfort level and willingness to learn..."

The Solomon/Felder Index of Learning Styles is a 44-item questionnaire that is scored immediately on the web.

[www.ncsu.edu/felder-public/ILSpage.html](http://www.ncsu.edu/felder-public/ILSpage.html)



## The Hot Five

The Center presents its top five list of our hottest online resources.

1

NCAT  
[center.rpi.edu](http://center.rpi.edu)

Effective use of IT to improve student-learning outcomes and reduce the cost of higher education.

2

American Memory  
[memory.loc.gov/ammem](http://memory.loc.gov/ammem)

Library of Congress maps, photos, documents, audio and video.

3

Computing Project  
[campuscomputing.net](http://campuscomputing.net)

Largest continuing study of the role of information technology in American higher education.

4

Factcheck  
[factcheck.org](http://factcheck.org)

Project of the Annenberg Public Policy Center of the University of Pennsylvania.

5

World Future Society  
[wfs.org](http://wfs.org)

People interested in how social and technological developments are shaping the future.

*Continued from previous page*

At the bottom of the results is a link to a Learning Styles and Strategies handout that briefly explains the instrument results. Learning styles that are measured on the instrument are active and reflective, sensing and intuitive, visual and verbal, and sequential and global. The results tell you if you are fairly well-balanced on the two dimensions, if you have a moderate preference for one dimension, or if you have a strong preference for one dimension.

For example, an individual could have a strong preference for active and intuitive learning and a moderate preference for verbal and global learning. If nothing else, the feedback from the instrument starts a discussion about learning style preferences. It can help both teachers and learners to compare notes and think about the environments that they can create to learn most effectively.

If you want to find more information about learning styles and measurement tools, you may wish to investigate the URLs listed below.

Kolb's Learning Styles—Characteristics  
[www2.glos.ac.uk/gdn/discuss/kolb1.htm](http://www2.glos.ac.uk/gdn/discuss/kolb1.htm)

Multiple Intelligences Inventory (Walter McKenzie)  
<http://surfaquarium.com/MI/inventory.htm>

VARK  
[www.vark-learn.com/english/page.asp?p=questionnaire](http://www.vark-learn.com/english/page.asp?p=questionnaire)

## Did you know?

*This Fall Semester over one hundred and thirty faculty and graduate students applied for eleven Learning Communities, and there is now a Firelands College Learning Community, Initiatives for the Future. Members of the community, with facilitator Kay Strong, are creatively exploring the future together, learning how to integrate futuring perspectives and methodologies into their teaching strategies, and developing and pooling teaching materials for course adoption.*

*BGSU is now home to the Ohio Learning Network's Northwest Regional Center, which is offering possibilities for faculty in the region to collaborate, learn, and explore new teaching techniques. Other OLN Regional Centers are housed at Kent, Shawnee State, Miami, and Ohio State.*

# scheduled workshops

## Tools Workshops

*Workshops for technology tools to use in the classroom or for research*

### Snap Survey Software

*Two-part Workshop—Please register for both sessions.*

Tuesday, September 19, 1:00pm–4:00pm

Thursday, September 21, 1:00pm–3:00pm

Monday, October 9, 9:00am–12:00am

Tuesday, October 10, 9:00am–11:00am

Tuesday, November 14, 1:00pm–4:00pm

Thursday, November 16, 1:00pm–3:00pm

### Refworks

Wednesday, November 1, 9:30am–10:45am

Tuesday, November 7, 9:00am–10:15am

### Podcasting

Monday, September 11, 10:00am–11:00am

Monday, September 25, 10:00am–11:00am

### Audacity

Wednesday, September 13, 10:00am–11:00am

### Garageband

Thursday, September 14, 2:30pm–3:30pm

### Podcast Maker

Friday, September 15, 10:00am–11:00am

Friday, September 29, 10:00am–11:00am

### Basic Digital Camera

Wednesday, October 4, 2:00pm–3:00pm

### iMovie

Monday, September 18, 10:00 am–11:00am

Thursday, October 12, 3:00pm–4:00pm

### Photoshop

Monday, September 18, 2:00pm–3:00pm

Monday, October 2, 10:00am–11:00am

### iDVD

Wednesday, September 20, 3:00pm–4:00pm

### Windows Movie Maker

Thursday, September 21, 10:00am–11:00am

Monday, September 25, 3:00pm–4:00pm

# *scheduled* workshops

## Learning Workshops

*Attend all three, or attend them individually.*

For the past two semesters the Center has offered a series of workshops based on L. Dee Fink's book, *Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses*. This text focuses on the quality of learning and offers a process for course design, based on the concept of significant learning. This Fall Semester 2006, the Center invites you to attend these newly developed workshops, also based on Fink's text.

### **Design Syllabi that Incorporate Significant Learning**

Tuesday, September 26, 11:00am–12:15pm

### **Develop Course Activities that Reflect Active Learning Principles**

Wednesday, October 4, 1:00pm–2:15pm

### **Reflect and Assess Using Student Feedback Groups**

Thursday, October 19, 11:00am–12:15pm

## New at the Center

*Offered in collaboration with the Office of the Provost and the University Libraries,*

### **Academic Honesty Workshop**

Thursday, September 28, 11:00am–1:30pm

Monday, October 16, 9:00am–11:30am

Tuesday, November 7, 11:00am–1:30pm

.....  
*Available at the Center through collaboration with the Vice Provost of Academic Services and The Advising Network,*

### **Advising as Teaching**

Tuesday, September 26, 10:00am–11:00am

### **Campus Resources for Students**

Thursday, September 28, 9:30am–10:30am

### **Technology Tools for Advising**

Tuesday, October 3, 1:30pm–3:00pm

### **Academic Policies**

Thursday, October 5, 1:30pm–2:30pm

.....  
*Offered in collaboration with Jane Rosser, the Director of Service Learning*

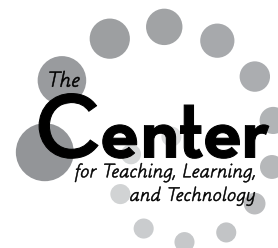
### **What is Service Learning?**

Thursday, October 26, 11:30am–1:00pm

### **How Have BGSU Faculty Incorporated Service Learning into Their Courses?**

Wednesday, November 15, 11:30am–1:00pm

To register for one or more of our workshops contact the Center at:  
ctlc@bgsu.edu  
419.372.6898



This newsletter is a publication of the Center for Teaching, Learning, and Technology. Visit us online at [www.bgsu.edu/ctlc/](http://www.bgsu.edu/ctlc/).