

communicating for LEARNERS

The Center for Teaching and Learning
Fall 2008

Updates from the Center

the CENTER for TEACHING ^{and} LEARNING and TECHNOLOGY

Center's Name Changes, But Mission Stays the Same

The recent reorganization of the Office of the Provost included a name change for The Center for Teaching, Learning, and Technology, originally founded in 1996. Although the name has changed to The Center for Teaching and Learning, our mission continues—to collaborate with faculty and graduate students in developing and disseminating information and skills related to teaching and learning.

Discussion and Workshop Website Reorganization

Along with our recent name change, the Center for Teaching and Learning is reorganizing our website workshop page to more accurately reflect our offerings for faculty and graduate students. For the last two years, the Center has offered both discussion and workshop sessions, but this year we have separated their listings on our webpage to clearly delineate the two types of offerings. Discussions are open forums facilitated by faculty, staff, or community members who have topic expertise and experience and serve as venues to raise questions and share information. Workshops, also facilitated by faculty, staff, or community members, have targeted topics or applications and usually offer an opportunity to plan, develop, or create a deliverable. <http://www.bgsu.edu/ctl/page11755.html>

Scholarly Communication: Owning & Sharing Your Ideas

Hosted by the University Libraries and the Center for Teaching and Learning and sponsored by the Office of Sponsored Programs and Research through the Faculty Research Committee's Small Conference Grant Program, two discussion sessions this fall will focus on issues in scholarly communication. Both sessions are open to all Northwest Ohio faculty and students free of charge and a detailed schedule will be available on our website and through campus updates in October and November.

Session One:

“How the Harvard Faculty and the NIH Mandates for Open Access Are Changing the Dissemination of Scholarly Publication”

Presenter: Michael W. Carroll, Associate Professor, Villanova

University School of Law

October 31, 2008, 113 Olscamp Hall & 1011 Cedar Point Center, 2:30-4:30 p.m.

A few particularly important recent events have accelerated the rate of change in journal article publication. In December 2007, the U.S. federal government passed a law that includes a mandate requiring all publications resulting from research funded by the National Institutes of Health (NIH) to be made freely available online to the public within twelve months of the original publication. In February 2008, the Arts & Sciences faculty at Harvard University voted to give their university the right to make each faculty member's scholarly articles freely available in their online institutional repository. In early May, the faculty of Harvard University's Law School unanimously joined in this effort.

Session Two:

“How Creative Commons Helps Artists, Students, Educators, Scientists, and Researchers Productively and Legally Use and Share Intellectual Work”

Panel Leader: Garrick Ducat, Instructional Designer, Mercy College of Northwest Ohio

November 21, 2008, 113 Olscamp Hall & 1011 Cedar Point Center, 2:30-4:30 p.m.

Creative Commons is a non-profit organization dedicated to working to offer creators of intellectual products ways to **protect their work while still encouraging certain uses of those works, valuing both innovation and protection equally.** They provide free tools that let authors, scientists, artists, and educators easily mark their work with the freedoms and restrictions they want it to carry. A Creative Commons or similar license may be the basis of the new publishing agreements made between authors and publishers under mandates mentioned above. Furthermore, the Creative Commons website also offers options for locating content with a Creative Commons license. This allows teachers, researchers and students to locate usable content and easily understand any limitations on that use.

Academic Honesty Discussion Series

Sponsored by the Center for Teaching and Learning in collaboration with the University Libraries, Division of

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Updates from the Center

Student Affairs, College of Arts and Sciences, College of Technology, and the Office of Professional Development.

This discussion series has three sessions—75 minutes each and scheduled in Pallister Conference Room, Jerome Library—that invite BGSU community members to discuss topics related to academic integrity. The discussion facilitators bring specific expertise to the sessions. Because academic integrity is a vital part of being a member of the BGSU Learning Community, the organizers of this series encourage attendance at these important discussions.

Academic Honesty Prevention and Detection

Wednesday, October 22, 2008, 11:30 a.m. - 12:45 p.m.

Pallister Conference Room, Jerome Library

Facilitators: Colleen Boff, Donna Nelson-Beene and Paul Cesarini

Attend this session to discuss what we can do to teach students about academic integrity and how we can use instructional preparation, technology tools, and classroom practices to both prevent and detect problems. The discussion facilitators will have brief presentations, and they will encourage the participants to raise questions and discuss scenarios.

Academic Honesty Policy for Faculty and Graduate Students

Friday, October 24, 2008, 10:00 a.m. - 11:15 a.m.

Pallister Conference Room, Jerome Library

Facilitators: Connie Ruhl-Smith, Richard Hebein and Julie Barnes
Faculty and graduate students need to be aware of the policies within the BGSU Faculty Charter governing academic honesty. The session's facilitators will present a policy overview and then offer academic honesty, problem-based scenarios. Discussion and questions based on these scenarios would be the largest part of this session's content.

Academic Honesty Policy for Undergraduate and Graduate Students

Thursday, November 6, 2008, 2:30 p.m. - 3:45 p.m.

Pallister Conference Room, Jerome Library

Facilitators: Michael Ginsburg and Jodi Webb

Academic integrity is about students' behaviors as learners and scholars; academic honesty needs to be a student "practice," with students being taught problem-solving and decision-making skills. This discussion is valuable for faculty and graduate students, so they know when and where the BGSU Division of Student Affairs offers academic honesty learning. It is important for faculty and graduate students to look at this issue from the students' points of view.

2009 Teaching and Learning Fair

Mark your calendars for the 3rd Annual BGSU Teaching and Learning Fair on Friday, February 6, 2009 at the Bowen-Thompson Student Union. The Fair will feature Dr. Barbara Millis as the keynote speaker and interactive displays and discussions on effective teaching strategies from a wide range of BGSU community members. Plan to present what works with your students or come learn from your colleagues! Watch for more information in upcoming newsletters and on our website.

visionary **STATUS**

Stephen Brookfield
distinguished university professor



Stephen Brookfield does not believe educators should use group work in their classrooms. At least, he does not believe instructors should use the technique without critically examining the reasons and determining if grouping really is an appropriate strategy (Brookfield interview with The National Teaching and Learning Forum <<http://www.ntlf.com/html/pi/9601/article2.htm>> , 1996).

Stephen Brookfield, winner of the Cyril O. Houle World Award for Literature in Adult Education, the Imogene Okes Award for Outstanding Research in Adult Education, and the Leadership Award from the Association for Continuing Higher Education believes educators should be critically reflective of all they do, from examining classroom techniques to educators' personal and professional reasons for teaching.

Brookfield grounds his position in the foundational assumption that "skillful teaching boils down to whatever helps students learn" (Brookfield, 2006, p. xvii). Student learning is imperative for critically reflective teachers, noting that without an understanding of how students experience learning, "all the pedagogic skill in the world means very little" (Brookfield, 1995, p. 94). One of Brookfield's key tools is the Critical Incident Questionnaire. <http://www.unf.edu/dept/ofe/teaching/pdfs/formative_sb.pdf> The questionnaire asks students about important moments during a class, allowing their instructor to see just how students are learning.

His twelve published books span a broad topic list including adult learning, teaching, critical thinking, critical theory, democracy and social justice, and leadership. Brookfield sits on several editorial boards for journals in four different countries and spent time as a Visiting Professor at Harvard University. Currently, Brookfield is a Distinguished University Professor at the University of St. Thomas in Minneapolis-St. Paul, Minnesota.

For more information about Stephen Brookfield and his research, visit:

<http://stephenbrookfield.com/>
<http://stephenbrookfield.com/books.html>
http://stephenbrookfield.com/by_sb.html

Assessing Learning with Rubrics

Score	Description				
5	Demonstrates complete understanding of the problem. All requirements of task are included in response.				
4	Demonstrates considerable understanding of the problem. All requirements of task are included.				
3		Beginning 1	Developing 2	Accomplished 3	Exemplary 4
2	Demonstrat				
	Criteria #1	Description reflecting beginning level of performance	Description reflecting movement toward mastery level of performance	Description reflecting achievement of mastery level of performance	Description reflecting highest level of performance
	Criteria #2	Description reflecting beginning level of performance	Description reflecting movement toward mastery level of performance	Description reflecting achievement of mastery level of performance	Description reflecting highest level of performance

Images from: <http://pareonline.net/getvn.asp?v=7&n=25>

Wouldn't both instructors and students be more effective if there were a way to clearly outline assignment expectations? A rubric is an effective tool that can accomplish that task. An instructor can essentially use a rubric for just about any assignment and subject.

A rubric is a planning tool for instructors that assigns value to certain criteria for a given assignment or form of assessment. Heidi Goodrich, an expert in rubrics, defines rubrics as "a scoring tool that lists the criteria for a piece of work... 'what counts.'" An instructor can start with desired students outcomes to create a clear and concise rubric.

Rubrics can be used for a variety of reasons. For example, they allow instructors a form of measurement for their students. Instructors can see if they are accurately conveying expectations for their course or a given assignment. An instructor can also disclose to students exact or abstract benchmarks that they would like to see in their work. In simple terms, an instructor can tell students upfront what they are expecting and minimize detraction from these expectations.

There are several kinds of rubrics. People who are familiar with rubrics have probably seen a rubric with criteria in one column and the corresponding grade/quantity in another. However, there are other types of rubrics, such

as grid-rubrics, task-specific rubrics, holistic rubrics, and more designed to meet a particular need. Task-specific or analytical rubrics are very common where a task or part of the assignment is stated and it is equivalent to a certain score or grade. With more abstract assignments, holistic rubrics are very effective. Instructors provide overarching ideas or concepts that they are looking for with a corresponding grade or value. Some examples of rubrics and how they look, how you can make one, and other important details can be found at: <http://pareonline.net/getvn.asp?v=7&n=25>.

Creating a rubric does not require any expensive software or extensive technology know-how. A rubric can be made with Microsoft Word by using tables, and Excel spreadsheets can also be used to create a rubric in a similar fashion. RubiStar (www.rubistar.com) is a helpful website that allows instructors to simply type in their criteria, choose a template, and a rubric is created, which can also be modified, as needed. Another resource worth reviewing concerning rubrics is, Introduction to Rubrics: An Assessment Tool to Save Time, Convey Effective Feedback and Promote Student Learning by Dannelle D. Stevens and Antonia J. Levi.

On Thursday, September 25th from 10:30am to 12pm, Dr. Craig Mertler will be facilitating a workshop on rubrics here at the Center for Teaching and Learning. During this workshop, participants will learn what rubrics are and how they can be utilized to assist in the assessment of student work by clarifying expectations and making requirements explicit. Participants will also discuss the benefits students receive from using rubrics as a planning and evaluation tool, and investigate resources or tools instructors can use to create rubrics for their courses. Please visit the Center's website (www.bgsu.edu/ctl) for any further details concerning Dr. Mertler's workshop or any of our other workshops or discussion sessions on teaching and learning.



HOT 5 (click the link to visit)

1

Topix
topix.com

Local news and commentary from over 60,000 sources

2

Poll Daddy
polldaddy.com

Create surveys and polls for your website, blog and social networking profiles

3

Thinkature
thinkature.com

A collaboration environment, meeting room, or personal web-based whiteboard

4

FedStats
fedstats.gov

Access to federal government statistics from more than 100 agencies

5

Creative Commons
search.creativecommons.org

Find photos, music, text, books and educational material for free

Discussions and Workshops

The Bowling Green Experience

Discussions

BGSU Learning Outcomes and The Bowling Green Experience

Monday, September 29, 2:30-4:00pm

Service-Learning

Wood County Historical Society

Tuesday, October 7, 11:00am-12:00pm

Toledo GROWS

Thursday, October 30, 2:00-3:00pm

Faculty Focus Series

The Parent/Professional Project

Tuesday, September 30, 9:00-10:00am

An Introduction to Service-Learning Pedagogy

Monday, October 20, 12:00-1:30pm

General Chemistry Water Quality Service Learning Project at BGSU Firelands

Tuesday, October 21, 11:00-12:00pm

Service-Learning through Middle Eastern Dance

Wednesday, November 5, 3:30-4:30pm

Academic Honesty Discussion Series

Academic Honesty Prevention and Detection (Pallister Conference Room, Jerome Library)

Wednesday, October 22, 11:30-12:45pm

Academic Honesty Policy for Faculty and Graduate Students (Pallister Conference Room, Jerome Library)

Friday, October 24, 10:00-11:15am

Academic Honesty Policy for Undergraduate and Graduate Students

Thursday, November 6, 2:30-3:45pm

Workshops

Workplace Safety

Shots Fired, When Lightning Strikes

Tuesday, October 14, 9:30-10:30am

(Firelands Campus, Cedar Point Center, Auditorium)

Tuesday, October 14, 1:00-2:00pm

(Firelands Campus, Cedar Point Center, Auditorium)

Wednesday, October 15, 1:30-2:30pm

(Classroom 1, College Park Office Building)

Friday, October 17, 8:30-9:30am

(Classroom 1, College Park Office Building)

Advising as Teaching

Course Applicability System (CAS)

Wednesday, November 5, 9:00-10:00am

The Junior Audit (A&S advisors only)

Tuesday, October 14, 2:00-3:00pm

Academic Policies

Wednesday, October 15, 9:00-10:00am

Campus Resources for Students

Thursday, September 30, 11:00-12:00pm

Advising and Assisting Distressed Students

Friday, September 26, 1:00-2:30pm

Tuesday, October 21, 3:00-4:30pm

FERPA: What every faculty member should know

Wednesday, October 1, 11:00am-12:00pm

Technology Tools for Advising

Wednesday, October 22, 3:00-4:00pm

Advising in Selective Majors

Monday, November 3, 2:00-3:00pm

Instructional Design

Discussions

Constructing "WoW" Assignment Sheets

Friday, September 26, 9:30-11:00am

Classroom and Online Discussion Techniques

Wednesday, October 8, 2:00-3:15pm

Developing Critical Thinking and Writing Using Calibrated Peer Review

Monday, October 20, 9:30-11:00am

Active Learning and Problem Based Learning Strategies

Monday, October 20, 2:00-3:00pm

Overview of Education in Second Life

Tuesday, October 28, 9:00-10:00am

Workshops

Teaching Assistants are Links

Part One - Tuesday, September 23, 1:30-2:30pm

Part Two - Wednesday, October 15, 10:30-11:30am

Part Three - Thursday, November 18, 1:00-3:00pm

Assessment

Discussions

Using Formative Feedback to Guide Instruction (Clickers)

Wednesday, October 1, 3:00-4:30pm

Reflecting to Learn, Reflecting to Teach

Wednesday, October 22, 9:00-10:00am

Using Varied Assessment to Promote Student Learning

Tuesday, November 18, 1:00-2:00pm

Using ePortfolios to Assess Student Learning

Wednesday, November 19, 1:30-2:45pm

Workshops

Introduction to Creating and Using Rubrics

Thursday, September 25, 10:30-12:00pm

Connecting to Learn with Concept Maps

Friday, November 7, 10:00-11:30am

Identifying Your Teaching Goals Using the TGI

Tuesday, December 30, 10:00-11:00am

Scholarship of Teaching and Learning

Discussions

Learning 2.0

Thursday, October 16, 11:00-12:30pm

Monday, November 10, 10:30-12:00pm

Motivating "These Kids Today"

Tuesday, September 23, 10:30-12:00pm

Science of Learning with Diane Halpern's DVSS presentation

Friday, November 14, 10:00-11:30am

The Joy and Responsibility of Teaching Well with L. Dee Fink's DVSS Presentation

Wednesday, December 3, 2:00-3:30pm

Workshops

RefWorks: Bibliographic Management Software

Tuesday, September 23, 1:00-2:30pm

Wednesday, October 15, 2:00-3:30pm

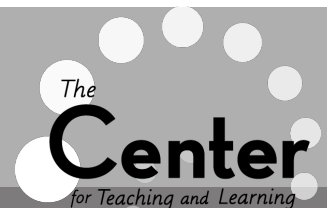
Thursday, November 6, 3:30-5:00pm

For more information on our workshops or to register, contact the Center at: ctl@bgsu.edu, 419.372.6898, or www.bgsu.edu/ctl/page11755.html

Did You Know?



BG-EZ is BGSU's newest web resource. BG-EZ is designed to assist faculty and staff with quick links to Support, Equipment and Facilities, and Technologies – S.E.T. – for teaching and learning. The site was launched this semester and contains descriptions, links, and helpful resources for instructional support. Visit BG-EZ at <http://www.bgsu.edu/bgez>



This newsletter is a publication of the Center for Teaching and Learning. Visit us online at www.bgsu.edu/ctl/ or in 201 University Hall.