

Teaching and Learning Center Newsletter

December 9, 2011

Volume 1, Issue 1

Spring 2012 Online/Blended Learning

Brown Bag Lunches
ADM 032 • Noon – 1:00 pm

Friday, Jan. 20

Review of Latest Literature on Online Blended Learning

Friday, Feb. 3

Building Community

Friday, Feb. 17

Technology Toolkit Webinar

Friday, March 16

ADA Compliance

Adobe Connect Workshop

Friday Jan. 6th

ADM 032 • 10 am – Noon

Facilitators:
Jeradi Cohen &
Shannon Lawson

“We learn more by looking for the answer to a question and not finding it than we do from learning the answer itself.”

– Lloyd Alexander

Eight Professors Complete Sloan-C Teaching Certificate

Last year, eight SSU professors participated in the Sloan-Consortium Certificate course. This certificate prepares educators to teach and improve online courses using Sloan-C pillars of quality in online education. According to a promotional statement on the Sloan-C website, “Sloan-C offers a wide ranging set of knowledge for those interested in deepening both pedagogical and practitioner aspects of their teaching practice.” The program

See “Sloan-C” Pg.2

Evans Travels to Texas to Teach Workshops on Low Back Pain

Neil Evans, program leader and associate professor in the Physical Therapist Assistant Program, recently spent a weekend in Dallas, Houston, and San Antonio. He traveled to Texas to teach three workshops about subgrouping low back pain for treatment intervention. The workshops were designed to help participants figure out the symptoms and find the best solution to the pain their patients experience.

See “Evans Travels” Pg.4

SSU Professors Take Leave to Work on Scholarly Projects

Any Shawnee State professor can take a sabbatical, defined as a rest or hiatus from work, once every seven years upon recommendation from the Faculty Development Committee and approval from the provost. As Piper Fogg stated in her 2006 article published in *The Chronicle of Higher Education*, a sabbatical is “time to shed the daily burdens of campus life. It is a time for reading and writing in a tranquil spot at an unhurried pace. A beach house, a mountain retreat, a Waldenstyle cabin in the woods—all perfect venues for the over worked professor who wants to recharge.”

Sounds idyllic, doesn't it? A retreat away from the hustle and bustle of everyday life to focus on a reading or writing project, who would not want that? However, given the list of projects Dr. Xiaodan Huang (known affectionately to the SSU community as ‘DanDan’) worked on, a sabbatical sounds more like a different kind of *work* rather than less work.

Her sabbatical during Spring 2011, included teaching graduate courses and reviewing thesis and dissertation work at South China Normal University

See “Leave” Pg.3

Sloan-C (cont. from pg.1)

includes a two-week introductory course, a nine-week base course, and three three-week elective workshops.

The course helped Dr. Catherine Bailey from the Department of Nursing, “more fully appreciate and understand what distance learning teaching is all about.” “It has helped tremendously,” explained Dr. Becky Thiel, also from the nursing department.

It made her think about “a lot of little things I never even thought about such as turnaround time.” Having experienced how good it felt to get timely feedback on her assignments for Sloan-C, she realized how important it was to ensure that her students benefited from a quick turnaround time.

She tries to reply to student emails within 24 hours and grade assignments within 48 hours.

“Students feel more connected and they interact more.”

She believes “students feel more connected and they interact more” as a result of this one small change. Bailey explained because it is a distance learning class itself, it gives professors the

experience of what an online class feels like from a student perspective. It shows how much more detailed a professor needs to be while teaching an online course. “It has renewed my awareness of writing clear objectives for each course, not just those online,” explained Dr. Jeradi Cohen, from the Department of Teacher Education. “Additionally, assessments now line up with each of those objectives and superficial ‘activities’ have been eliminated.”

Dr. Neil Evans found Sloan-C helped him to “close the loop” on his online teaching. As a result of the workshops, he has expanded his discussion boards making them more interactive, facilitating more conversation and interaction between students.

Bailey’s BSNR 4445: Evidence Based Practice in Health Care has benefited through the way she

“It is not something that a professor could or should just float through...”

has changed the manner in which she uses small groups. Her students have become more productive because they really benefit from groups of students with a with a similar focus.

The next Sloan-C certificate cycle begins in February.

The Teaching and Learning Center will offer a limited number of scholarships for the training. Interested faculty should contact the TLC director, Shannon Lawson, as soon as possible. Evans stated

that it is hard work; it is like taking a graduate course online. “It is not something that a professor could or should just float through; it would take about five to

ten hours of your time each week.” Cohen agreed. “Understand that the law of ‘input equals output’ applies here. It was a lot of work but was well worth the investment. As I was completing my third and final workshop, I stepped back and realized just how much I had learned overall.”

“...the law of ‘input equals output’ applies here...”



The Sloan Consortium

A Consortium of Institutions and Organizations
Committed to Quality Online Education

Sloan-Consortium Certificate Course for Online Teaching Informational Session

Tuesday, Jan 10, 2012 • Library 110 1-2:00pm

TLC Scholarships available for interested faculty

http://sloanconsortium.org/sloanc_institute#cert

Leave (cont. from pg.1)

(SCNU), supervising two SSU students who completed their student teaching practice in China, and continuing work on the China-Canada-United States English Immersion (CCUEI) project. She also edited and reviewed for the *Journal of International Education (IE)*, the *Journal of Multilingual and Multicultural Development (JMMD)*, and a book series entitled *Creative Thinking English Integrated Course*. DanDan explains, “I felt that it is a good opportunity for me to become refreshed by going away to another country and working in a new campus environment.”

“...a good opportunity... working in a new campus environment”

The process for arranging a sabbatical involves detailed planning. Faculty must apply during the year prior to the year they want to take the sabbatical. DanDan also had to make arrangements with her contacts at SCNU, who had to justify the need for her to come and to help with her living expenses. The Chinese Office of International Affairs had to approve her application to teach abroad as well. She was required to report to the government facility periodically to renew the visa.

DanDan has a journal article about English immersion research published in the Spring 2011 issue of *Journal of Frontier Education*. Her book chapter appeared in *English Language Education across Greater China*, published by Multilingual Matters, Bristol, UK in 2011. And, her special theme issue of International Education will come out in March 2012, from the University of Tennessee Press.

Also during her sabbatical, DanDan worked to help expand SSU relationships with several universities in China, exploring opportunities for academic exchange and joint programs for faculty and students.

“...time to shed the daily burdens...”

Faculty can apply for two different types of sabbatical. According to BOT

Policy 2.04, Section 4.0, faculty who receive leave with pay may take one semester sabbatical at 100%

pay or a two semester sabbatical at 66.6% pay and maintain health care benefits. Occasionally, faculty who are ineligible for sabbatical may apply for and receive leave without pay.

Dr. Roberta Milliken recently returned from a semester of leave without pay. She took a break to finish her book, *Ambiguous Locks: An Iconology of Hair in Medieval Art and Literature*.

She explained the book, “is basically about the depiction of women in the Middle Ages into the early Renaissance” and she is, “looking specifically at the motif of hair. I’m looking at that as a kind of symbol to mark women as either good or bad according to cultural understandings of it.” During Medieval times, hair was associated with femininity. Femininity was associated with “unruly sexuality” that had to be contained or controlled by men. Hair, as an extension of a woman’s sexuality, was expected to be tied back or covered. Thus, according to Milliken, “a good woman is seen as a chaste, contained woman and her hair is similarly contained.” On the other hand, a bad woman is unchaste and sexual and her hair mirrors that. Adding depictions of holy women complicates it because their long hair is considered beautiful. Hair “ends up being an ambiguous marker,” she concluded. Her book should be published by the end of the year.

Faculty thinking about requesting leave without pay should discuss their intentions with their

“...scholarship is an important part of a professor’s life...”

department chair or dean. A written proposal should then be submitted to the dean, who will take it forward through the administrative channels. On the subject of sabbaticals, Milliken stated, “I think that scholarship is an important part of a professor’s life, I really do, and it’s not something that is easily accomplished here at Shawnee State with our current system. I would love it and I think it would be really healthy for the institution to explore more ways to support faculty who are pursuing their scholarly interests above and beyond the sabbatical.”

Evans Travels (cont. from pg.1)

Evans worked through Summit Professional Education to set up the workshops. Summit Professional Education provides training on topics related to business, health care, and education. According to the informational material on their webpage, their purpose is “to help professionals achieve certification or recertification by obtaining continuing education credit and to gain the knowledge necessary to compete and grow in today’s work environment.” They are based out of Franklin, Tennessee, and they send out flyers throughout a region to advertise the workshops to see if anyone wants to teach them. Evans responded to a flyer, and they asked him what classes he would like to teach. Evans told them what his interests were and pitched his idea about the back pain course. He explained, “If anyone is interested in being an instructor, they can go online and fill out the information.”

Summit completes all the marketing, reserves the venues, and makes the travel arrangements. Evans

“I like going to different cities”

asserts “It has good and bad parts to it. I love to teach, I enjoy that part. I like going to different cities and talking to different therapists because people do things differently in different regions of the country. But the travel part is brutal. For me this particular trip to Texas was probably the worst. I was in eight airports in four days. It’s just long days of sitting in airports, flying on planes, you get in your hotel and you don’t really have time to explore the cities because you teach for seven hours and then you get on a plane and go somewhere else.”

Although Evans represents Shawnee State University, the workshops are separate from his role at SSU.

“the travel part is brutal”

He usually teaches the workshops on the weekends and gets back late Sunday night or early Monday morning in time to teach his classes during the week.

TLC

Teaching and Learning Center

Spring Hours

ADM 032

Monday

10:00 am – Noon

Tuesday

10:00 am – 5:30 pm

Wednesday

10:00 am – 12:00 pm

Thursday

10:00 am – 5:30 pm

Friday

9:00 am – 5:00 pm

TLC Director: Shannon Lawson

351.3295 or 351.3739 • slawson@shawnee.edu

www.shawnee.edu/off/tlc/index.html