

TEACHING AND LEARNING CENTER NEWSLETTER

**"It is the supreme art of the teacher to awaken joy in creative expression and knowledge."
Albert Einstein.**

Trending Topics:

- ◆ *Publishing in Academia: A learning community designed to offer assistance to faculty wishing to publish*
- ◆ *Faculty presentations during the Festival of Achievement*
- ◆ *Mentorships between adjunct faculty and full-time faculty*
- ◆ *Working with student athletes to improve their academic performance*
- ◆ *Online Education at SSU*
- ◆ *How NOT to get Sued... A TLC Workshop for faculty*
- ◆ *Creating an Advising Syllabi and helping transfer students*
- ◆ *Increasing Student Engagement in the Classroom*
- ◆ *SLOAN Training and Online Courses at SSU*
- ◆ *Current Topics from The Chronicle: Faculty/ Administration Discussion Group*
- ◆ *Senior Seminar Teaching strategies round table discussions for faculty*
- ◆ *Revision and the GEP with Dr. Paul Gaston, II.*
- ◆ *Early Service FLC*

TLC Faculty Session with Dr. AARON THOMPSON January 17, 2013

The Faculty Role in Retention: Classroom Connections that Make a Difference

Approximately forty-five faculty members along with administrators, directors, and members of SSU Student Life and Enrollment Management teams attended an informal luncheon with Dr. Aaron Thompson, Senior Vice President of Academic Affairs at the Kentucky Council on Postsecondary Education and Professor of Sociology in the Department of Educational Leadership and Policy Studies at Eastern Kentucky University for a discussion of classroom strategies to work with students to increase retention on SSU's campus. The discussion (and PowerPoint) was filmed and may be viewed by faculty members on the TLC Blackboard site under "content."



Dr. Thompson emphasized that the faculty role is key to retaining students. He opened by noting **a student's first interaction with a faculty member** has a significant influence on the value placed on high academic achievement. He cited research by Decker, Dona, and Christenson in 2007 that states the relationship "between students and faculty members is more important in predicting the social emotional functioning of students than their academic performance." Furthermore, he noted the **importance of informal interaction that takes place outside of the classroom between students and faculty** because such interaction helps students see faculty as approachable, respectful and available to them. Students are likely to interact with faculty members they consider sociable, intelligent, objective, supportive, leaders (Babad, Avni-Babad, & Rosenthal, 2003; Furnham & Chamorro-Premuzic, 2005). Of course, many faculty members pointed out that Thompson reinforced what they already knew: Faculty should strive **to know students by name** and use student names in and out of class, **utilize stories** as a way to share meaning to students, **offer examples of resilience** of students like those in our classrooms, **exhibit sensitivity** around working adults, first generation students, and others; **give regular, formative feedback**, and **create academically demanding courses** that utilize **group work, self-evaluation, & relevance**. While faculty might already know these essentials, Dr. Thompson challenges us to evaluate how well we put them into action.

Quality Matters!

TLC Workshop February 22, 2013

Good teaching requires that we constantly assess the quality of the courses we create using recognized professional tools. *The Quality Matters Rubric* is a tool that can be used as a *guide for reviewing the content, structure, outcomes and assessment measures of any course*. Shawnee State uses an adapted version sponsored by the University Faculty Senate to review hybrid/blended or online courses. However, this rubric can be used to review ANY course, regardless of content. Twenty-three faculty and administrators met to discuss the SSU contract language about creating and teaching online courses, learn about the courses SSU wishes to target for online learning, review the support faculty can expect for creating online or blended courses, and look closely at how online courses might gain approval. Faculty participating in the Quality Matters Training Workshops shared experiences with the self-paced online QM Rubric training opportunity and offered their reactions to the program's reading, quizzes, and discussion forums they utilized as they trained for implementing the Quality Matters Rubric as a means of assessing courses. As an illustration, Dr. Eugene Burns presented his course format for online classes that utilize Blackboard. However, all courses, not just online courses, can benefit from evaluation as to how effectively they present materials that align with objectives and assessments. Faculty members may access the QM Rubric by going to the Distance Learning page of the SSU website. How would your courses measure up?

See Appendix in the link to this PDF

<http://www.shawnee.edu/off/distance-learning/pdf/guide-to-dl.pdf>

Sarah Menter

Sarah Menter was born in Cincinnati, Ohio, in 1984.

She went to a small high school in Cincinnati called Lynchburg High School. The school comprised of 300 students, and she graduated with 67 others in her class. While in high school, she was also a post secondary student who attended Chatfield College in Cincinnati.

After attending Chatfield College, she transferred to Shawnee State. Here she received her bachelors degree in Biology and in Natural Science with a concentration in Chemistry in 2007.

She now has a Ph.D. in

Entomology (the study of insects) from the University of Kentucky, which she received in 2011.

Professor Menter loves to make art using insects and would even make art out of Madagascar or "hissing" cockroaches.

Sarah is most proud of her accomplishments as a first generation college student and some day hopes to have her artwork displayed around the world, especially in Hungary.

Sarah choose to teach at S.S.U. because she was an

undergraduate here and remains loyal to it. She loves the family atmosphere SSU has and likes the small feel of the school. She has gone to visit other schools that were much bigger and felt that the people there did not know each other well. She told us in the interview, "There's something to be said about feeling like an individual" and one does not get that feeling at a bigger university. She also wanted to give back to the school.

For the summer, Sarah traveled with a few SSU stu-

dents to Costa Rica. While there they focused on biological research involving field studies on sea turtles and maintaining their population as well as bird studies by catching birds, tagging them, and releasing them back in to the world.

If Sarah were not teaching right now, she would most likely be working on cars. At the moment she actually has a Corvette that she is working on. She also believes that mechanic's would probably charge too much money. Shawnee State has certainly benefited from Professor Sarah Menter's first year on campus.

Jerry Ross

Jerry Ross was born in Warren, Michigan, in 1980.

He went to several different elementary and high schools when he was young since he was in a program called "The Center for the Academically Talented" or CAT program. He went to 6 different schools in 7 years and finally his parents pulled him out of the program. He spent the rest of his high school career at Romeo High School in Romeo, Michigan. The school was fairly small

with only 1500 students.

After high school, Jerry attended Alma College, a small private school of about 1400 students, located in Alma, Michigan. Here he triple majored in mathematics, physics, and theatre & Dance. He jokes that "theatre kept me sane from the numbers" but he really does miss theatre.

The accomplishments that he is most proud of is the fact that he completed his Ph. D

in Physics in spite of his advisor. (They did not get along, he jokingly reports.). He is also proud of the fact that he attended Princeton before coming to S.S.U.

A serious moment in his life that Professor Ross will never forget occurred when he was in 10th grade and his mother collapsed. He found out that his mother had a brain aneurism and was not expected to live. But she is still living and well.

Jerry choose to teach at

S.S.U. because like the small atmosphere of the school. He also believes that S.S.U is where he "can have large influence and it's close to Michigan." Michigan is still 6 hours away while living in Portsmouth as compared to Princeton, which was 11 hours of driving to go home (still a long ways from home). He believes that "it is tough in major research schools to make a difference as compared to smaller schools such as S.S.U."

If Jerry were not teaching right now, he would still be doing basic plasma physics research. Dr. Ross has certainly made a difference during his first year at SSU.

April Barnett

April Barnette was born in Gallipolis, Ohio, in 1980 where she attended Gallia Academy High School.

April also attended Shawnee State University as an undergraduate student from 1998—2002. She decided to come to S.S.U. because she liked the fact that the tuition was affordable compared to other schools and it was fairly close to home. She graduated with a bachelors degree in Athletic Training.

After she graduated, she worked as a trainer for six months in West Virginia but when a position opened up at Shawnee, she came back to be an athletic trainer here. During this time she was also completing her masters in classroom education at Rio Grande online.

April also wanted to have better hours and not have to work evenings and weekends, so she felt motivated

to get an associates degree to be a Physical Therapy Assistant.

April insists she has found a job she truly enjoys. She believes that "coming to work is not a chore" since she loves it.

A moment that she will never forget is when she married her husband in 2007.

April chose S.S.U. due to

the fact that she loved the atmosphere, the feel of the university and she loved working here. She says "its like a small university , but there is much to do." She also believes that one can get involved in the community as well as on campus very easily.

If she were not teaching right now, April would be volunteering for the animal rescue facility in Ashland, Kentucky. Although when she does retire she would like to go to the beach, live near it and perhaps sell real estate.

Teaching Strategies That Help Students Learn

Written by: Sara J. Coffman

Course structure:

- * Design clear, meaningful assignments that enable students to accomplish course objectives.
- * Space the workload out evenly throughout the semester.
- * If students don't master an assignment the first time, give them constructive feedback, and the chance to redo it. You may not want to do this for every assignment, but doing it for one early in the course "sets the bar" and encourages them to do quality work.

The first week:

- * Talk to students about how to study for your course. Give them a list of study techniques recommended by students who've taken the course and earned A's.
- * Early in the course, have students use their textbooks in class. By using class time, you acknowledge the book's value. If you can't afford class time, have students do a homework assignment that they can't complete without using the book.
- * Offer students time management suggestions. How much time should they be spending on the course? Talk about how daily study keeps the information fresh and helps avoid cramming. Show how longer assignments can be broken into small pieces.

Techniques for teaching:

- * Show students "tricks of the trade," or how you learned the material. Talk aloud when you solve a problem. Show students what you do when you get stuck.
- * Leave five minutes at the end of each class for students to check their notes with those of their neighbor, review major ideas, and indicate what they thought was important and why.

Testing tips:

- * Assign heterogeneous study groups prior to the first exam, have them exchange contact information, and require a one-hour study session outside of class. Help them be more productive by providing a study guide and/or sample test questions they can submit for bonus points.
- * Give a practice test before the actual exam so students get a feel for the types of questions you ask. If you use essay questions, share an example of an A, C, and F answer.
- * Take class time to go over the first exam. Talk in detail about the questions most often missed.
- * Have students analyze the first exam, or quiz, by writing you a memo that responds to questions like these: a) Was it harder than expected? Why? b) Were any of the questions a complete surprise? If so, which ones? c) Were there any questions you didn't understand or found confusing? If so, rewrite them using your own words. d) What one change are you going to make when studying for the next quiz? e) What study strategy did you use that worked well?
- * Invite students who do poorly on the first exam to come talk to you. Work with them to figure out the problem and how it might be corrected for the next exam. Is it test anxiety? Are they taking too many courses and working too many hours? Do they need to be using different study strategies?

Sara J. Coffman currently maintains a blog about higher learning and education for [Magna Publications](#). This article in its entirety first appeared in [College Teaching](#) Vol. 51, No. 1, Winter, 2003

The SSU Teaching and Learning Center Welcomes Home Faculty After Sabbatical Leave

Professor Shannon Lawson, English and Humanities

(What follows is a personal narrative from Shannon, explaining her experience in Rwanda.)

I arrived in Rwanda to do my dissertation research at the end of August 2012 and stayed until mid-February, 2013. Most popular literature and academic publications focus on the 1994 Rwandan genocide as though it were the only story about Rwanda. Through my dissertation, I present a different story about Rwanda, focusing on the creative use of language, oral arts, and performance. My research centers on the rhetorical performance of a Rwandan wedding ceremony known as *Gusaba no Gukwa* in the local language, Kinyarwanda. Roughly translated that means “the introduction and the dowry”. During the ceremony, a speaker selected to represent the bride's side and a speaker selected to represent the groom's side engage in a playful battle of words and wits, men dressed as cow herders recite poetry praising the cows, and singers offer advice to the bride and groom. Using a combination of participant observation, interviews, and rhetorical analysis, I explore Rwandese rhetoric in the context of *Gusaba no Gukwa* as creative symbolic processes with the potential to create peace, unity, and transformation.

I also worked as a guest lecturer for the Faculty of Journalism and Communication Studies at the Catholic Institute of Kabgayi (ICK) in Muhanga, Rwanda (<http://uck.ac.rw/>). ICK is a small private university that offers four year degrees in Journalism, Public Relations, Social Sciences, and Business Management. I taught courses for third year public relations and journalism majors in Organizational Communication, Health Communication, Theories and Practices for Advertising and Marketing, and Introduction to Communication Theory for freshmen students. One challenge for the university students is their lack of access to text books. Typically professors will make up a 20-30 page packet of lecture notes and allow students to borrow the packet and their personal copies of text books or articles for photo-copying. One of my colleagues at ICK is working with Moodle, an open share system similar to Blackboard, to develop a pilot for professors to make more materials and activities available online. Most students get internet access through their cell phones, although ICK does have a single computer lab available for student use.

While at ICK, I also served as faculty advisor to the student English Club. Students conducted debates on various topics, including a very lively debate on the benefits and harms associated with western culture and I mentored them through the process of writing, casting, rehearsal, and eventually performing a play entitled *Life is About Choice* about choices first year students are faced with at the university's annual Cultural Performance Program in December.

I also gave a public lecture at Kigali Institute of Education (KIE) in December entitled, *Visual Rhetoric: The Stories Words and Pictures Tell* where I shared my research regarding photographs and paintings that reproduce a monolithic view of Africa as frozen in time, lacking history, "age-old, passive, traditional... when the world was more innocent and closer to nature than it is now" (Finnegan, 2007, p. 65). This is the same university that my SSU students and colleagues visited on our trip to Rwanda in 2009. I met with one of the professors and two of the students from the class that my SSU students blogged with about the literature they were reading in the 2009 Study Abroad course. They have both graduated now. One is an instructor at KIE in the Language and Linguistic Department and just received notification of acceptance as a Fulbright Fellow to study TESOL in the USA and the other is an administrator for the department of education. They have not forgotten our SSU students and hope to work with us on future Study Abroad projects.



The SSU Teaching and Learning Center Welcomes Home Faculty After Sabbatical Leave

Professor Jinlu Li, Department of Mathematical Science

Scholarly Activities Completed for Sabbatical Leave (Spring 2013)

Dr. Jinlu Li is one of SSU's hardest working productive scholars. He spent his sabbatical leave working on the following publications in mathematical science, continuing to contribute to the body of knowledge in his field. He worked on a book with Congjun Zhang, Yuquan Wang and Bo Wu, "Understanding Mathematics (感悟数学)", in Chinese, which he expects to be published next year. He also served as the head guest editor for a special issue of *Journal Function Spaces and Applications*.

Papers Published

With Shuanglin Lin and Congjun Zhang, "Income Distribution and the Optimal Marginal Income Tax Rate," *Journal of Economic Letters*, **118** (2013) 515-518.

"Applications of Fixed Point Theory to Generalized Nash Equilibria of Nonmonetized Noncooperative Games on Banach lattices," *Journal of Nonlinear Analysis Forum*, **18**, (2013) 1-11.

With Ching-Feng Wen, Ordered Variational Inequalities and Ordered Complementarity Problems in Banach Lattices, *Journal of Abstract and Applied Analysis*, (2013), Art. ID 323126, 9 pp.

Papers Accepted for Publication

1. With Congjun Zhang and Zhenmin Feng, "The Existence and the Stability of Solutions for Equilibrium Problems with Lower and Upper Bounds" to appear in the *Journal of nonlinear analysis and applications*.

2. "On the Equity Premium and Volatility Puzzles", to appear in *Journal of Business and Economics*.

3. With Linsen Xie and Ching-Feng Wen, "Applications of Fixed Point Theory to Extended Nash Equilibria of Nonmonetized Noncooperative Games on Posets", to appear in the *journal of Fixed Point Theory and Applications*.

4. With Sehie Park "Generalized Nash Equilibria of Nonmonetized Noncooperative Games on Lattices" to appear in the *British Journal of Economics, Management and Trade*.

5. With Byung Soo Lee "Order-Optimization Problems and Ordered Variational Inequalities on Banach Lattices", to appear in *Journal of Nonlinear Analysis Forum*.



Professor Jinlu Li, Department of Mathematical Science

Papers Finalized and Submitted to Journals for Consideration of Publication

1. With Shuanglin Lin, "Optimal Marginal Income Tax Rate and Skill Distribution in a Discrete Model".

2. With Linsen Xie and Wenshan Yang, "Vector and Ordered Variational Inequalities and Applications to Order-Optimization Problems on Banach Lattices".

3. "The Existence of Extended and Generalized Nash Equilibria of Non-monetized and Noncooperative Games on Chain-Complete Lattices".

Presentations

"On the Riemann integrals", presented at Zhejiang Normal University, Zhejiang, China, February, 2013.

"The changes of mathematics teaching based on the technology development in USA", presented at Zhejiang Normal University, Zhejiang, China, February, 2013.

"Fixed point theorems and applications to ordered variational inequalities on ordered sets", presented at Lishui University, Zhejiang, China, March, 2013.

"The comparison of mathematics teaching between China and USA", presented at Lishui University, Zhejiang, China, March, 2013.

"Fixed point theorems and applications to game theory on ordered sets", presented at Nanjing University of Economics and Finance, China, March, 2013.

"The comparison of mathematics teaching between China and USA", Nanjing University of Economics and Finance, China, March, 2013.

"Solving ordered variational inequalities and order optimization problems in ordered sets", presented at Hebei University, China, March, 2013.

"On the approximations of fixed points of mappings on topological spaces and on ordered sets", presented at Hebei University, China, March, 2013.

Dr. Andrew Feight also will be returning to full time teaching after his Spring sabbatical. For the next TLC newsletter, his accomplishments will be featured.

Improving Student Success: Academic Advising & The Completion Agenda: Thomas J. Grites, Ph.D.

Approximately seven faculty and a twelve student support personnel along with administrators attended a live webinar about the "Completion Agenda" during Spring 2013. The presentation noted many competing issues affecting our ability to lead our students to success, including degree completion, student loan issues and the opposing forces of enrollment growth, legislative and legal moves, as well as career outlooks, student ability to pay, and value/quality of academic degrees. To properly perform as advisors, it is important to recognize the emerging national picture. Access the entire slide show on the TLC Blackboard site. .

Faculty and Student College Coffee and Conversation was held during February in the Smith Coffee House and during April outside on the patio of the University Center during Spring Semester 2013. The campus-wide event brought together faculty, students, and staff to build community. College Coffee offered a relaxed atmosphere with snacks and beverages to sustain everyone until lunch. Twenty-five students and staff attended the first College Coffee and Conversation and fifty-six attended the second. During the interaction, students and faculty

discussed classes, research projects, activities, graduation, the job market, and current events.



Students talk with faculty during a quick morning break.

Snacking on Substance: Active Learning Cuts Rich Course Content into Bite-Size Chunks Michigan U. School of Veterinary Sci

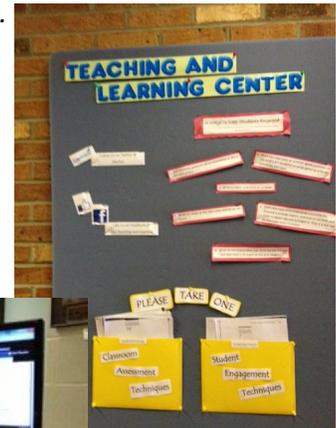
SSU faculty members took a lunch break in the TLC to watch a webinar about presenting challenging information to students in a manner that breaks it down by prioritizing and organizing it. Chunking, the webinar noted, can especially be helpful in classes that are content information heavy, courses in which students claim they are "drinking water from a fire hose" Jerry Ross, Jeradi Cohen, Pat Spradlin, Carl Daehler, and Becky Thiel participated.



Welcome All Faculty Administration 032

Wednesday, Fall Semester 2013
****Faculty and Staff Coffee Day****

The TLC has a bulletin board outside the office entrance where faculty can find tips (like "chunking") and thoughtful ideas about teaching their courses. Please stop by and take a handout or article home for inspiration.



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