

CTL CENTER FOR TEACHING & LEARNING

Spring 2008 Edition

Cal Poly San Luis Obispo

A Message from Joe Grimes

As we start the final quarter of this academic year, it would be advantageous to spend some time thinking about our careers and the opportunities that we might use to our benefit during the spring and summer. We all understand that a career in academia will not make us independently wealthy in the financial sense. However, we have a remarkable freedom to enrich ourselves in other ways by delving into new areas of interest. Having this kind of opportunity as a part of a career path offers intense benefits, assuming that we are able to recognize and take advantage of them.

Most of us who have been in the professorate for some time have traveled a route of professional development and personal enrichment that has a series of twists and turns. Fortunately, for me this road has been smooth, even though it didn't always receive carefully thought-out planning. However, my experience with others over the years has

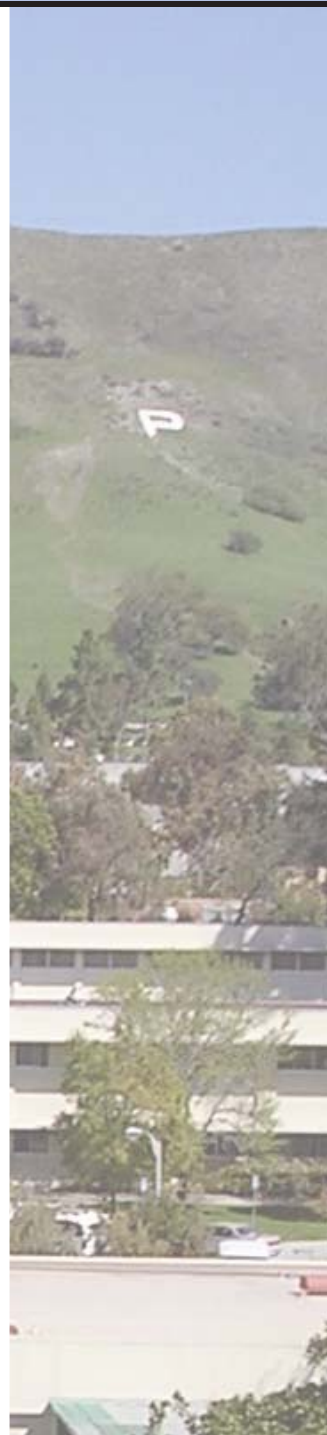
led me to advise prudent faculty members to carefully consider their own careers and plot their paths while recognizing that just as other aspects of life need care, their work lives need a plan for development.

These plans for our work lives as faculty are becoming more complicated as our institutions become more complex. It is important to recognize that a vast array of changes is occurring in the professional role of the faculty member as part of the university of the future. Major challenges include:

- The growing number of part-time and non-tenure-track faculty members creates new requirements for support and providing inclusive membership
- These faculty, as well as new tenure-track faculty, must be supported and have barriers to professional development eliminated
- The students of today's university have new expectations due to their experiences prior to college; they are a much more diverse group than were earlier generations, and many faculty believe these contemporary students are not appropriately prepared for university-level work
- The role of each faculty member as a Cal Poly teacher/scholar is expanding with new regulations, changing technology resources for use in education, and evolving expectations in scholarship; thus, the faculty member of today's university
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Center for Teaching & Learning

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Contact

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Hours

Mon–Wed 8:30 am to 5:00 pm
Thurs–Fri 7:30 am to 4:00 pm

The CTL provides support for graduate assistants, lecturers, instructionally related staff, and tenure-track and tenured faculty.

The CTL is a safe haven offering:

- Cooperation with colleges and departments
- Workshops and Classes
- Newer Faculty Orientation
- Faculty Learning Communities
- Grants
- Individual consultations with faculty, class observations, and class filming
- Communication with faculty
- Web site, Newsletter, Email

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- needs to plan for balance between all of these elements
- The faculty role in teaching is evolving as greater emphasis is placed on student-centered learning, which requires a complete and thoughtful reflection on teaching approach, a change of how teaching is performed, and a willingness to do the following things:
- Want students to go beyond the goals of “learn and remember”
- Expect frequent student challenges toward them
- Let go of some of the “performing” aspect of teaching
- Invest the time needed to redesign their approach to teaching

An expanded definition of scholarship that provides recognition for the scholarship of teaching and learning (SOTL) provides an opportunity for faculty members to unify their responsibilities and plans under one umbrella. Because of the emphasis on teaching at Cal Poly, this approach to teaching and learning is something that all of us might consider. The following definition of SOTL is quoted from the Iowa State University Center for Excellence in Learning and Teaching:

“The scholarship of teaching and learning goes beyond simply using effective or innovative teaching methods in the

classroom, commonly called scholarly teaching. It involves inquiry into teaching, engagement, feedback, and reflection on teaching and learning. It also includes sharing results so others can review, critique and build on the work.”

For those interested in learning more about SOTL, organizations such as Carnegie Foundation for the Advancement of Teaching (www.carnegiefoundation.org) or the International Society for the Scholarship of Teaching and Learning (www.issotl.org) provide valuable support resources.

Whether you’re interested in SOTL, the relationship between students and technology, or even basic assistance in helping your students succeed, remember that CTL is here to help you. Please contact me or any of the CTL staff or its faculty associates for assistance with issues of teaching and learning that you may face.

CTL offers many resources to provide assistance in improving teaching and the resulting student learning, including CTL workshops, individual consultations, and CTL library resources such as those mentioned to the **left**. Moreover, I am always happy to consult with you individually.

Finally, at this time I want to thank all of the talented CTL staff, our CTL faculty associates, and all the volunteers who contribute to the CTL efforts.

You are appreciated.

CTL Staff

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Sean Hurley	Al Liddicoat	Patricia McQuaid	

PREFACE 2008

PREFACE: The Cal Poly Shared Reading Program seeks volunteer discussion facilitators for our 2008 events. All new Cal Poly students will be asked to read the PREFACE

book over the summer and be prepared to discuss it with PREFACE volunteer discussion facilitators during WOW.

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New Volunteers

Wednesday, May 7
4:00 pm to 5:00 pm
Thursday, May 15
3:00 pm to 4:00 pm
Library, Room 510B

Returning Volunteers

Thursday, May 8
3:00 pm to 5:00 pm
Library, Room 510B

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The book will be “Montana 1948” by Larry Watson. New PREFACE volunteer discussion facilitators are asked to attend one of the PREFACE Information Sessions in May. Discussion facilitators receive a free copy of the book, support materials, and an exclusive session with the author.

Returning PREFACE volunteer facilitators are asked to drop in at the “PREFACE Pick-Up Materials Reception” on Thursday, May 8 any time between 3:00 and 5:00pm. No

formal presentation will occur, but materials and light refreshments will be provided. Of course, returning PREFACE volunteers may attend the “New Volunteer Information Session” if they wish.

CTL is co-sponsoring all the PREFACE Information Sessions in the Kennedy Library, Room 510B, for any interested volunteer faculty or staff member. Please see the dates and times to the **left**.

Advising 102 – One-On-One With a Student:

What Do I Do Now?

A student has a death in the family and comes to you for help.

What do you do?

A freshman is struggling with calculus and needs support.

How can you help him?

One of your students cuts class frequently, does not turn in her work, and seems disoriented when you talk with her.

What should you do?

A student has been on Academic Probation several quarters and comes to you for some solutions. *How can you help?*

Advising 102 will focus on realistic scenarios of advisor/student interactions. During this quarter’s workshop, members of the

Academic Advising Council will present some common issues that advisors often face, and the group will discuss possible solutions.

The workshop operates in a group discussion format, featuring facilitators who bring a variety of skills and expertise to the topic:

Bradley Kyker

Advising Resource Specialist, CAFES

Bonnie McKim

Advisor, College of Liberal Arts

Susan Sparling

Director, Student Academic Services

Participants are invited to email the facilitators in advance of the workshop with some tricky situations that they have encountered.

Thursday, April 24

11:10 am to 1:00 pm

Library, Room 510B

Lunch will be provided. Registration is appreciated. To register or for more information, please contact the CTL:

ctl@calpoly.edu

756-7002

FERPA – Is Cal Poly Being Overly Cautious?

According to some members of the campus community, Cal Poly is being overly cautious with its application of the Family Educational Rights and Privacy Act (FERPA)—that the University too strictly adheres to the letter of the law, raising concerns about instructors’ ability to teach. Is Cal Poly being too strict implementing FERPA?

Many faculty members are asking questions like these: “How can I do my job if Cal Poly won’t let me use students’ full names?” “I don’t have time to return papers, labs, and exams during class time – there are too many... If I can’t leave them outside my office for pickup, how do you propose I return all of those documents?” “Students want their

grades now – how am I supposed to provide students with progress information if I can’t post the grades outside my office?” “What about references for my students? If I can’t release information, then I can’t help them find jobs.”

For starters, let’s look at FERPA itself. The Family Educational Rights and Privacy Act of 1974 *(continued page 4)*

Find out what FERPA means for you.

To view the definitions of FERPA terminology and see how to adhere to FERPA rules, or for additional information, suggestions, and guidelines, please view the FERPA Faculty and Staff Presentation at:

www.ess.calpoly.edu/records/stu_info/ferpa.htm

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affords students the right to inspect and review their educational records; seek to amend those records; limit disclosure of information from those records; and to file a complaint with the US Department of Education concerning alleged FERPA violations (Authority: 20 U.S.C. 1232g). At Cal Poly it seems that the students' right to review and seek to amend their educational records is fairly straightforward; however, limiting disclosure of information from those records is the cause of much worry.

To help with these concerns, we suggest that you learn more about FERPA by visiting the following website: http://www.ess.calpoly.edu/records/stu_info/ferpa.htm. We also offer several suggestions and guidelines to get you started:

If students have set their FERPA flags to "yes," then they are exercising their right to

refuse disclosure, and you should not give out their names to the class. So until you have an opportunity to speak with those "yes" students and to work with them, on the FIRST day of class, take role by: using First Name and Last Initial or vice versa; don't call the names of FERPA "yes" students and have them see you after class; OR, circulate a sign in sheet, letting students know that they can come to you after class if they do not wish to list their names on that sheet.

Graded documents with students' names cannot be left outside an office for pickup. Instead, use Blackboard for posting grades and leave the unmarked documents for pickup; assign a random number to students and post grades and return papers using only those numbers; OR have students provide an envelope with their name, or a pseudo name, on it and leave that envelope in a box for pick up.

A Progress Report on the Campus Academic Technology Initiative

In Fall 2007, a two-year campus Academic Technology Initiative (ATI) was launched at Cal Poly. Supported by President Warren Baker and Provost William Durgin, the main purpose of the initiative is to encourage Cal Poly faculty to effectively incorporate technology into their courses in order to enhance student learning. Some of the grant participants will implement technology on a supplemental basis in their face-to-face, traditionally taught courses; however, a significant portion of the ATI is focused on encouraging the development of hybrid and online courses at Cal Poly. A hybrid or blended course supplements face-to-face instruction with online learning activities or web-enhanced features, with a significant portion of the course learning conducted outside of the classroom, resulting in a reduction of classroom "seat-time."

In Fall 2007, CTL faculty grants were awarded for the 2007-2008 academic year to the applicants who best met the criteria for the initiative. In August 2008, the CTL will receive grant submissions for the 2008-2009 academic year. The selected ATI grant recipients will be notified before the beginning of Fall Quarter 2008 so that they can be involved in the various phases of the development process for the 2008-2009 academic year.

The Academic Technology Initiative consists of three distinct phases. By December 2007, 24 faculty members had successfully completed Phase I, which provided individual grant stipends of \$1,000 for grant participants who participated in five CTL workshops during October and November. These Phase I workshops, facilitated by Walt Bremer, Luanne Fose, Joe Grimes, and Tonia Malone,

focused on proven hybrid/online pedagogical techniques for successful hybrid and/or online teaching. These workshops were unique in that Phase I participants learned the most effective methods of hybrid teaching by participating as "students" in a hybrid online course developed by Tonia Malone and Luanne Fose. Using Blackboard as the means of delivery, workshop participants were responsible for completing pertinent readings, videos, assignments, group work, and online discussions, as well as face-to-face interaction and collaboration.

Presently, the CTL is actively leading Phase II of the ATI for this academic year. Phase II consists of 12 grant recipients who have been given release time to develop and implement a hybrid/blended course during Spring 2008. Participants' *(continued page 5)*

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proposals for Phase II were selected based upon their explanation of desired learning outcomes and steps to achieve those outcomes; their plans for assessing the impact the project would have upon teaching and learning; the innovative nature of the project; how the project results might be recognized in higher education outside of Cal Poly for the enhancement of the scholarship of teaching; and how closely the project proposal met the established criteria of the CTL scoring rubric. Depending upon need, some recipients also received software and equipment requested in their grant proposals.

Most of the Phase II participants will be teaching their newly designed courses in either Summer or Fall 2008. These participants are also currently enrolled and actively participating in a CTL Learning Community (led by the aforementioned facilitators), which meets two hours per week during both Winter and Spring quarters. This learning community's primary purpose is to discuss challenges brought about by this mode of teaching and to learn the necessary technological skills and pedagogical techniques for success in their course revisions. As a community, the participants share lessons learned and collaborate

on concepts and methods that are most useful for certain disciplines. Depending on the extent of their course's redesign, some of the grant participants have also been given scheduled access to CTL instructional designers (Luanne Fose and Tonia Malone) for individual course development and training; they also have the benefit of 40 hours of CTL student assistance to support them with the additional details necessary for hybrid course redesign.

Many of the Phase II grant recipients are focusing upon creating hybrid/blended courses; these instructors must redesign the pedagogy and/or delivery method of a course by incorporating online methodologies for non face-to-face instruction in a portion of the course. Hybrid redesign also involves integrating a combination of online or web-enhanced features (beyond merely posting syllabi and lectures on a web site) by incorporating such tools as instant messaging, chat rooms, online exams, online surveys, discussion boards, etc., and devising more learner-centered, collaborative, and active learning approaches to teaching and learning. Essentially, hybrid/blended teaching requires the instructor to completely revise his or her own personal pedagogy for a particular course—taking a

role of facilitator rather than using the “sage on the stage” approach prevalent in many traditional face-to-face lecture-type courses.

Phase III of the ATI is yet to be implemented this year, although steps have already been taken toward initiating this phase with some departments. Phase III will involve a course transformation whereby every section of a course will incorporate the same technological and pedagogical interfaces. Departments interested in this approach to a complete course transformation within a discipline should contact Tim Kearns, ITS Chief Information Officer. More information on this approach may be found at <http://www.center.rpi.edu/whoweare.html>.

The CTL is sponsoring the Academic Technology Initiative in the hope of enhancing student learning with the implementation of technology tools that will replace, augment, or extend the ability of students to identify, collect, organize, integrate, and generate knowledge. Stay tuned for future CTL seminars in which the ATI grant recipients will disseminate the results of their projects and demonstrate the validity of their projects for enhancing the scholarship of teaching.

New Blackboard Tools Will Help You

For additional information and tutorials, please go to the What's New page within the Blackboard Support site:

<http://blackboardsupport.calpoly.edu/content/about/new.html>

Several tools have been added to Blackboard during the last couple of months that will make managing and supporting your students easier. Consider taking advantage of these new tools:

Discussion Grader: A tool that allows the instructor to easily grade Discussion Board Forums.

Document Unpackage: A tool that decompresses ZIP files and builds the

exact structure of folders and files into the course.

Advanced Group Manager: A tool that lets the instructor create groups and add students easily within one page.

If you have any questions about these or any other Blackboard tools, please feel free to email blackboardsupport@calpoly.edu or access the online tutorials at <http://blackboardsupport.calpoly.edu>.

Spring 2008 Teaching Well Workshop Schedule

Date	Title	Presenter
April 4	Walk-In (New Blackboard tools, examples of using visual tools, and dealing with difficult student situations)	Panel
April 11	Assessment and rubrics	Roberta Herter and Bill MacElroy
April 18	Open house	
April 25	Using technology	Walt Bremer and Luanne Fose
May 2	Voting cards, lecture tutorials, ranking tasks, & clickers	John Keller, Erik Slayter, Chris Taylor
May 9	Encouraging student participation & active learning	Doug Keeseey, John Keller, Peggy Papathakis, and Brian Tietje
May 16	Educational ePortfolios—What are they? What can they be?	Panel
May 23	Creating your syllabus, a conversation	Panel
May 30	Why grades are terrible things!	Trevor Harding
June 6	Elearning excellence	Panel

Don Maas to Teach “Dimensions of Learning” Class

The Center for Teaching and Learning is pleased to offer a seminar entitled “Dimensions of Learning” during Spring Quarter 2008. Dimensions of Learning is a comprehensive model that uses what researchers and theorists know about learning to define the learning process. Its premise is that the following five types of thinking are essential to successful learning:

1. Developing Positive Attitudes & Perceptions

2. Acquiring and Integrating Knowledge

3. Extending and Refining Knowledge

4. Using Knowledge Meaningfully

5. Developing Productive Habits of Mind

As part of the seminar, participants will learn about instructional strategies, curriculum planning, and assessment that can be incorporated in their courses.

The seminar will be taught by Dr. Don Maas (College of Education) each Wednesday of the quarter from 2:00 pm to 4:00 pm. Enrollment is limited; to sign up, contact the CTL:

ctl@calpoly.edu
756-7002

For more information about the workshops or to learn more about Dr. Paretti, visit the CTL website at the following URL:

<http://ctl.calpoly.edu/workshops/index.html>

Special Workshops: EdGE Micro-Workshops

Marie Paretti, Director of the Virginia Tech MSE/ESM Engineering Communications and Professional Development Program, will present several brief workshops on campus on Thursday, May 15, 2008. You are invited to attend these workshops, which will cover the following topics:

The Social Functions of Communication: Helping Students Move from “Good” to “Useful”

9:10 am to 10:00 am

Teaching Cross-Cultural Collaboration: Understanding and Responding to Cultural Constructions of “Team”

10:10 am to 11:00 am

CTL Special Workshop: Working in Interdisciplinary Teams

12:00 pm to 2:00 pm

Registration is appreciated. To register, contact the CTL:

ctl@calpoly.edu
756-7002

Information Resources for Teaching and Learning:

Collaborating with your College Librarian

by Leanne Hindmarch, CAED Librarian

“Information Literacy is a transformational process in which the learner needs to find, understand, evaluate, and use information in various forms to create for personal, social or global purposes” (NoodleTools.com)



Cal Poly’s College Librarians are here to assist you as you teach information literacy and research skills to your students. We can help your students master the five stages of information literacy:

Knowledge: Students need to recognize when they need information, and they must be able to determine the nature and extent of that information.

Access: Students need to be able to select appropriate information retrieval sources, like databases and catalogs.

Evaluation: Students need to be able to read and summarize information, evaluate information and its sources, and synthesize ideas to construct new concepts.

Use: Students need to be able to incorporate information and their new knowledge effectively into their academic work in order to communicate what they have learned to others.

Ethical/Legal Implications: Students need to understand the economic, legal, and social issues surrounding the use of information, and students must know how to use the information they find ethically and legally.

Cal Poly’s College Librarians can assist you in a variety of ways as you help your students acquire the appropriate information literacy skills:

Classroom visits: Our instructional sessions are tailored for the course and/or assignment. We will work with you to ensure that we address the specific research skills that are important to you. We offer flexible formats (lecture-style, discussion, and/or hands-on activities) and flexible location options (in library computer labs or in your own classroom).

Individual consultation with students: College librarians are able to provide specialized research support to students; this support is particularly useful for students working on senior projects.

Customized webpages: Pages can be custom built to support a specific assignment, or created to more generally address research in a particular field or topical area. Also consider having a librarian assist you with inserting customized content into Blackboard.

Interactive online tutorials: Online tutorials are great for visual learners. Students can replay the tutorial multiple times at the moment of need. These tutorials work well in conjunction with custom webpages or Blackboard sites.

Assignment or course design consultation: We can work with you to create assignments that address specific information and research

skills. We can also assist with selecting course materials and providing access to them through Blackboard.

Embedded librarian resources:

Ready to take the plunge and provide a robust information-skills toolkit for your students? Integrate your college librarian right into your course. We can lead Blackboard discussions, participate informally in class meeting sessions, and assist with evaluating students’ research skills.

What else? Let’s talk! To contact your College librarian, go to: <http://lib.calpoly.edu/research/librarians/>

This article is abbreviated from a CTL Workshop given during Winter 2008. To view the full presentation, visit the CTL website at http://ctl.calpoly.edu/workshops/fliers/2008_Winter_LibraryResourcesPPT_2-22-08.pdf



Cheating: Is There Any Escape?

by Deborah Wilhelm,

Some time ago, a former student contacted me with a dilemma: He had seen some student work that he knew to be taken directly from another source (a published source, in fact, that my former student happened to have read) and wondered what his response should be. Because many of my courses have an explicit ethics component, I was quite proud of this student's actions. Even though he was no longer in my class, he had felt compelled to do the right thing and had requested counsel (behaving honorably and seeking advice when confused both having been components of our lessons and discussions). In fact, I was feeling pretty pleased with myself—right up until I saw the name of the accused plagiarizer, who turned out also to be a former student of mine. Apparently the retention rate for my ethics lessons is around 50%.

Cue the sad music and bad feelings. But I want you all to join me in this depressing un-party, because a recent Rutgers survey indicates that up to 70% of undergraduates and around 50% of graduate students admit to some form of cheating. Moreover, 38% admit to cut-and-paste plagiarism from the Internet, one of the easiest types of cheating to detect! The Rutgers survey indicts students from across the disciplines, shining a realistic (and discouraging) light on the projects, exams, papers, and assorted other work that we all assign and assess.

Over and over again, studies and surveys indicate that time constraints, grade

pressures, habit, and the low chances of getting caught, among other factors, create an environment that encourages academic dishonesty. Our dire syllabus warnings and heartfelt protestations to our students that the academically dishonest person cheats him- or herself out of an education appear to be falling on deaf ears. What's a classroom instructor to do?

To begin to address these issues, we all need to understand that it is easier and more efficient to prevent academic dishonesty than it is to detect and punish it. Some instances of academic dishonesty are students' own choices, but often those choices are influenced by our own classroom practices. Careful assignment design, clear protocols, intermediate measurements for large projects, creative variety in project standards and assessment, and ongoing, meaningful accountability will help encourage the learning processes that result in an honorable—and a better—product from your students. Would you like help with assignment design and assessment? With grading rubrics? Creating reading and writing accountability? WINGED can provide you with fresh ideas and tips as you help your students become better thinkers, readers, writers, and learners so that they can best master the content in your courses.

I'm inviting you to the table for cookies, coffee, and conversation with faculty from across the campus. Space for the workshops is limited, and we ask that you register ahead of time. I hope to see you at the CTL.

WINGED Series

Tuesdays April 15, 22,
and 29, and May 6

Faculty Writing Brush-Up

Polish your own
grammar, usage,
punctuation, document
design, and other
assorted concerns
Thursdays April
17 and 24

Each session meets from
3:10 pm to 5:00 pm,
Library Room 510B.

For more information or
to sign up, contact:

Deborah Wilhelm

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The CTL

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