

The Teaching Academy

Spring 2011 Wrap-Up

This semester has been quite exciting for the ATLE. We've had some excellent speakers from our own campus—Thomas Wallace, Larry Holland, Dave Fischer, Mark Burris, and so on. In addition, we are proud to have hosted two engaging guest speakers—Phil Schmidt and Clif Mims—at our Spring Event (see below).

Our focus this semester was the emerging use of technology in the classroom. We've focused on exploring new programs, as well as how to best integrate the ones we're already familiar with. I was personally very interested to learn more about Wimba, tagging and archiving my email, and some new uses for BlackBoard. It is our sincere hope that you too were able to learn some new tips to make the transition to a higher use of technology go more smoothly.

Stay tuned to see what exciting events we plan for next semester!

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Success Shorts By Cheryl Johnston

With the use of YouTube pieces on the rise in the classroom, I assign different groups of students to email me with a YouTube piece they have found on different concepts we are discussing. Their given concept must be exemplified in the piece they email me. This gives them such a sense of pride and involvement when I show their piece.

On days that I am introducing a new concept, I will have it written on the board when the students arrive. I will ask them to free write about it for the first five minutes of class. Then I will have them get into groups and discuss with each other what they have written. Then a member from each group will "report" on what the group discussed about the concept. It is a great way to engage the class before I talk about the concept myself.

Do you have any interesting tips on integrating YouTube or another technology in to your classes?

Spring Event 2011



Our Spring Event was a two day series, with two guest speakers. Dr. Phil Schmidt and Clif Mims, from WGU and University of Memphis, respectfully, each gave two workshops as well as a keynote. We learned quite a lot about online class options and logistical viability of various programs and apps.

Dr. Schmidt was in house on April 5. His morning workshop focused on the origins of Western Governor's University, an exclusively online institution made up of 19 Western states, while his keynote addressed exactly how the University functions in the Cloud, as well as the level of technical support used. Through the use of school-issued video cameras and a special software that

monitors physical movement (to prevent cheating), the University is able to administer even extremely delicate tests to their distance students. The University is very asynchronous, allowing students to work at their own pace through the rigorous course material. In addition, WGU provides 24/7 tech support for its students. WGU exists to serve a very specific niche of people who are unable to attend classes in person, for whatever reason.

Dr. Mims came to visit us from Memphis. While he encouraged us to begin integrating technological equivalents in to even our in-person classes, he also enforced that online is not necessarily better—just different, and certainly the direction that many things are moving.

We were provided with a chart detailing equivalents—for a class lecture, the online equivalent is a podcast or digital video/audio; for a discussion, an asynchronous discussion on message boards or a synchronous discussion on an instant message system is the equivalent. (These are available in the ATLE office, and are an excellent tool.)

We very much enjoyed these workshops and keynotes. It is our hope that you were able to glean some useful information, and will seriously consider attending another event because of it. Feel free to send over any comments or critiques, and look for occasional surveys in your inbox.





The Three Cornerstones of Persuasion

Remember the Titans

Exemplary Activity

Goal: To have students recognize, use, and apply the three ways of persuasion.

Rationale: Persuasion is used in our daily communication and if used effectively can be very powerful. It is important for students to be able to identify and apply Aristotle's three cornerstones of persuasion to become effective communicators.

Approximate Time: 50 Minutes

Materials Needed:

- Internet access with projector
- "Remember the Titans" on DVD
- DVD player with TV or projector

On Board:

Chapter 2 (pp.22-27)

PowerPoint Lecture-History of Communication

Activity: "Remember the Titans"

- I. Powerpoint lecture-Aristotle's Cornerstones of Persuasion (7-10 minutes)
 - a. Logos-logical proof (facts, numbers, statistics)
 - b. Ethos-credibal proof (speaker credibility, trust)
 - c. Pathos-emotional proof (stories, testimonials)
- II. Remember the Titans Activity (30 minutes) (Thinking, Feeling, Watching, Doing)
 - a. Divide the class into groups of 3. Watch video clip of scenes 8-10.
 - b. Instruct groups to find at least one example for each 'proof' after listening to the speech again at www.americanrhetoric.com/moviespeeches/

Online Teaching: Tips from a First Timer

Karen Hood, Ph.D.

- i. Logos-logic-“Do you know what you are talking about?” Ex: Battle of Gettysburg/historical event, # of people that died
- ii. Ethos-credibility-“Can I trust you?” Ex: He is the coach, uses phrases of “we”, he learns about the battle and shares it with the team
- iii. Pathos-emotions-“Do you care?” Ex: Story about the battle, brothers fighting brothers, relates to coming together as a team

C. Each group selects a spokesperson to share their examples with the class

III. Debriefing (7-10 minutes)

- a. Do you feel you can be more effective now at persuasion? Why?
- b. How can you use each proof to persuade someone in your life?
 - i. Personal/Social?
 - ii. Educational?
 - iii. Professional?
 - iv. Civic?

Typical Results

Students tend to enjoy this activity because it is applied to a movie they have seen and it is applicable to their everyday lives because it deals with conflict, persuasion, and football.

Be aware that this clip/transcript relates to segregation and desegregation in the U.S during the 1960's and 1970's. Be prepared to discuss this with the class, and prep students to talk about these issues.

It is important to show the video clip first and then let students discuss and find specific quotes using the Internet transcript.

-Just how Aristotle helped his citizens, modern students are realizing how valuable effective persuasion skills can be in their lives!-

I had been teaching in the classroom for nine years when I was assigned my first online class. In the classroom, I was on. When my students were quiet, I could get them to talk. When they were tired, I could adjust my tone to bring the energy up in the room. That part just came easily for me. Now, I had this great opportunity to teach virtually, and it was going to be great. I could sit in my home office late at night and grade assignments in my pajamas all summer. What I found was a whole new world that was quite different than what I expected from online teaching. It can be a steep learning curve for the instructor, but online courses offer many advantages to our students, especially in certain subject areas. If you're just getting started in online instruction, put away your preconceptions and dig in.

Prep Time is Key

Write every single lecture, every test, every quiz before you ever go online. Load all of your content in a course development shell during the semester before you will be teaching your course. If you put in the time and test things out before you go “live,” you will have the energy to address any glitches. And there will be glitches. The best web based products are in “beta” version before they are widely released, so use this example to test your online features by asking colleagues, friends – even your kids – to try out exercises, readings, tests, etc. before hand. You can always go back and change things to adjust to the needs of your students, but if you already have content loaded, you'll buy yourself peace of mind. Use the “hide” or “selective release” features if you don't want your students to have access to certain material ahead of time. But make sure it's there.

Don't go it alone – Get help.

After about 2 weeks, I imagined the staff in the STaR office rolling their eyes and saying, “Oh, no. It's HER again.” whenever I called. But they are there to help, and they know so much more about the technology, and they even know some shortcuts for things that would have taken me hours to figure out. Test banks, audio, video, grades, web links, and image libraries are just a few of

the tools that the people in STaR can help you with. They're available by phone, email, or Pronto!, so use that resource. You might find other sources of support in your colleagues, others in your field at other schools, and even students. Some book publishers also have excellent resources, and they often develop book companion tools to interface with the Blackboard system.

You may be virtual, but don't miss the chance to get to know each other.

And students want to know who you are, too. By personalizing the course up front, students will feel more comfortable and you will get some of the cues you would normally have when you meet students in the face to face environment through ice breaker exercises (in my marketing classes, I have students post a short bio, which includes a brand that best illustrates their personality.) Ask them about their lives. Discover their perspective so you can tailor your delivery of the course content. Let them know who you are, too. Use the video, even if you don't like how you look on camera. Use personal examples. Let them know how you've applied some of the course content in your own life or career. Being real can bring the course to life, and students like knowing you're someone they can depend on.

Stay engaged – Check in on a regular basis.

If you establish a schedule and stick to it, you will develop a rapport with your students based on trust. For example, plan to check homework every morning at 9 am, or record grades at 5 pm the day after you give a test. Your students will learn to trust your attention to the course. You don't need to be online all the time, especially when some students might be doing their homework at 3 am, but if you establish a routine and check in often, everyone will be more at ease. You will be able to identify problems early, and respond appropriately. When students are assigned a discussion, be sure to wrap it up with your own comments. When an assignment deadline passes, post an announcement telling them when their grades will be posted, and perhaps a comment on how impressed you are so far with the work you've seen. If you must be away for a day or two or vary your routine in any way, tell the students ahead of time, being sure to indicate when you will

return. To keep students from feeling abandoned, be sure to give them a list of other resources, such as the STaR student support site, they can consult to solve any problems or answer questions that might arise during any time you're offline.

Manage Expectations.

Online does not equal easier for you or your students. If you're new to the online format, why not let your students know that? Let them know that you don't know everything about this new medium for teaching, and that you will take the time to fix anything that goes wrong. When things do go wrong, be forgiving to yourself and to the students. Give points for the question that appears incorrectly in your exam, or the quiz that was made available earlier than you planned. Be very specific about the time commitment you expect from students. Because you don't have the face to face time to answer questions and clarify details about the course, be sure that you set up a forum for feedback where you can address concerns quickly. I suggest having a separate discussion called "General Course Questions," that you check every day, where students can ask about assignments, the location of certain materials, etc. Sometimes students will answer each other's questions, so be sure to acknowledge correct answers and clarify any erroneous information that is shared.

Have fun and learn

Most of all, enjoy the time you spend with your students online and learn from your mistakes. Take good notes about your experiences in the online class, and use the notes for your next session. Record those "a-ha" moments and consult your resources about how to address concerns going forward, how to use what worked and replace what didn't. Keep a log of the "General Course Questions" discussion and find ways to address those questions prior to your next session. Most of all, if you find online teaching challenging, don't give up. It gets easier as you continue on the learning curve. Learning to teach a course online can improve your skills as an instructor both online and when you head back to the classroom.

Remaining Events for Spring 2011

April 27th, 2011 Thomas Wallace presents in EIT 203

April 29th, 2011 Thomas Wallace presents EIT 203

May 4, 2011 Final event—Presentation of Awards
DSC Room A 12:00-1:30pm

Teaching Award Winners 2011

Carrie Boden

David Dearman

Stephanie Dhonau

Gary Geissler

Cindy Gilbert

Linda Holzer

Karen Hood

Christy Jackson

Cheryl Johnston

Cindy Johnson

Bennie Prince

Thomas Wallace

Brenda Womack

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