



Miami University's

# Center for the Enhancement of Learning and Teaching

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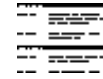
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## CELT Event

### CELT "Teaching and Learning Expo"

Date: Wednesday, March 18, 2009  
 Time: 11:00 am - 2:00 pm  
 Place: Heritage Room, Shriver Center

The CELT Teaching and Learning Expo is an opportunity for members of Miami's faculty learning communities and cohort programs to showcase for the Miami community the projects that they have embarked upon during the 2008-2009 school year.

#### TITLES AND ABSTRACTS

##### ***Advanced Learning Technologies: Interactive Learning Activities***

##### **Advanced Learning Technologies**

**Britt Carr, Advanced Learning Technologies and Adam Baumgartner, Advanced Learning Technologies**

Advanced Learning Technologies will showcase some of the rich learning activities recently created and currently in development. Additionally we will discuss how the activities can be easily repackaged/customized for use by different disciplines across the university.

##### ***Alumni Teaching Scholars Learning Community: Goals, Activities, and Outcomes From Participation***

##### **Alumni Teaching Scholars FLC for Early-Career Faculty**

##### **Milt Cox, Center for the Enhancement of Learning and Teaching**

The Alumni Teaching Scholars Program has served early-career faculty continuously at Miami University for 30 years. In 1994 it received a Hesburgh Award for the best faculty development program in the U.S. with respect to enhancing undergraduate education. This poster provides program information, outcomes, and extends an invitation to join this FLC to current Miami tenure-track faculty who will be in their 2nd through 5th years next year. Discussion will provide an opportunity to learn more about this productive learning community.

##### ***Enhancing Student Preparation Through On-Line Consultation with Expert Others***

##### **Alumni Teaching Scholars FLC for Early-Career Faculty**

##### **Todd Edwards, Teacher Education**

In this study, we explore the extent to which low-cost videoconferencing software (e.g. Skype, iChat) can provide undergraduates (in this case, preservice teacher candidates) with meaningful, authentic models of professional practice that more closely resemble those encouraged by professional organizations. A model for implementing such instruction is provided in the poster. We find that enhanced student engagement was fostered through the construction of authentic materials with expert others.

##### ***Breaking Down Boxes to Engage Real World Problems: Promoting Student Courage, Collaboration, and Creativity through Transdisciplinarity***

##### **Alumni Teaching Scholars FLC for Early-Career Faculty**

##### **Cameron Hay-Rollins, Anthropology**

How do we encourage undergraduates' intellectual courage to prepare them to become engaged global citizens? Traditional undergraduate majors develop expertise within their disciplines, tend to like to work individually, and tend to approach problems from their disciplinary boxes. But the complexities of real world problems do not respect disciplinary boundaries. Real world problems - like global health, wealth disparity, poverty, and global warming - are best approached by teams of collaborators who are able to integrate information from multiple disciplines to design creative solutions. So how to generate a learning environment in which students develop the

#### Upcoming Calendar Events

No events currently scheduled.

courage to trust peers, sally forth into new disciplines, learn to understand problems from different perspectives, and work together to develop creative solutions? I present a progress report on a transdisciplinary, problem-based course as an avenue for exploring specific classroom activities that promote student intellectual courage, collaboration, and creativity. We will also discuss ideas for assessing growth in each of these areas.

***Enhancing Quantitative Literacy: Innovating and Inverting the Classroom***  
**Alumni Teaching Scholars FLC for Early-Career Faculty**

**Joseph Johnson, Psychology**

There has been increasing concern about the statistical and quantitative literacy of college students. To address this, I incorporated three key elements in a redesign of a required departmental statistics course (PSY 293). Specifically, American Statistical Association recommendations (2005), in conjunction with my own experiences and semesters of student feedback, became guidelines for introducing: (1) a new inverted structure where recorded lectures were viewed prior to class; which allowed for (2) class meetings devoted solely to hands-on activities to promote deeper learning; and (3) a collection of new homework assignments tailored to different learning styles. I conducted a natural experiment comparing two sections that I taught this semester, where one section implemented these changes for a single learning unit (correlation/regression). I will report results comparing learning outcomes and student perceptions across these two sections.

***Incorporating LGBTQ Issues and Perspectives into Family Courses: Challenges and Strategies***

**Alumni Teaching Scholars FLC for Early-Career Faculty**

**Kate Kovalanka, Family Studies and Social Work**

This study provides empirical data from 40 college/university-level instructors regarding their experiences of incorporating lesbian, gay, bisexual, transgender, and queer (LGBTQ) issues and perspectives into their family courses. The challenges and strategies shared by participants have implications for both faculty and administrators concerned with creating more inclusive classrooms and departments. Especially noteworthy is that educators faced resistance from other faculty members in addition to students, and that teaching about transgender issues continues to be particularly challenging. It is hoped that the 'best practices' and suggestions offered for overcoming such challenges help to move the field forward towards a more inclusive and representative notion of a family.

***Using Arguments in the Cooperative Learning Classroom***

**Alumni Teaching Scholars FLC for Early-Career Faculty**

**Gaile Pohlhaus, Philosophy**

Argument is one of the key tools in many disciplines. It is what separates opinion from position and can be a way of systematically thinking through an issue. Yet in some ways it seems anathema to the cooperative classroom insofar as argument can be antagonistic and alienating. Moreover, the fact that arguments may be used to support contrary positions can lead students to an unhelpful relativism concerning things about which it is useful and important to give serious reflection. In light of these issues this project considers different ways for thinking about, teaching, and using arguments.

***Publishing the Scholarship of Teaching and Learning in the Journal on Excellence in College Teaching***

**Gregg Wentzell, Managing Editor, Journal on Excellence in College Teaching, CELT**

Are you interested in publishing your teaching scholarship? The Journal on Excellence in College Teaching is a peer-reviewed journal of the Scholarship of Teaching and Learning published at Miami since 1990 to increase student learning through effective teaching, interest in and enthusiasm for the profession of teaching, and communication among faculty about their classroom experiences. Stop by and talk with Gregg Wentzell, managing editor, to learn more about the Journal and determine whether your project may be of interest to our readers and what you may need to do to enhance its publication.

***Intellectual Curiosity in Action!***

**FLC for Cultivating Intellectual Curiosity in the College Experience**

Organized around the Intellectual Curiosity Design Model, news items and visuals from the "Whispers in the Words" Project, featuring the recent "Lydia and the Smudge" incident provide a vivid case study of intellectual curiosity course design in action. Excerpts from personal intellectual curiosity narratives, course design project titles, and other ideas for cultivating intellectual curiosity in classes from FLC members round out the poster.

***From Molecules to Mozart: Engaging Learners Online***

**FLC for Developing Collaborative and Engaging Online Learning Experiences**

Our learning community has studied and is now focused on developing activities that engage online learners. Some of the ways the members have engaged learners include teaching techniques on musical instruments; training students to use a microscope and developing communication skills to enhance collaboration. Learning community members from across the

university will share the different methods they have used to engage students in the online environment.

***Using Student Perceptions to Improve the Teaching of Research Skills***  
**FLC for Improving Student Research Literacy**

Faculty members in the FLC for Improving Student Research Literacy wondered early on how students in their classes conceive of their own information literacy skills. These conversations led to the creation of a survey for students to self-assess the information literacy skills that faculty perceived important, including: How and where students are searching for information; student preparation to perform information research and its applicability outside the library; location(s) where students perform information research; and differences in information literacy skill perceptions between class level and experience with paper writing. The goal is to use data to improve teaching of information and research skills. The project is currently underway, but we will provide current results and future plans for the project.

***Approaches to Engaging Students in Latin America***  
**FLC for Teaching Latin America: Diversity and Engagement**

This will be a series of presentations on various assignments and strategies for teaching Latin America. For example, Engaging Students in a Study Abroad Workshop and From Wet Foot to Dusty Foot: Cuban Migration to the US 1995 to Present.

***Learning, Engaging, Changing: Developing an Inclusive Campus Climate***  
**FLC for Understanding and Developing an Inclusive Campus Climate**

Building on the curiosity, knowledge, and experience of members of the community with respect to issues of diversity and multicultural issues, the community began by addressing the question of what was inclusion and its relationship to diversity and then focused on developing ways the community could enhance classroom and non-classroom environments by making them more inclusive.

***Engaging in the Scholarship of Teaching and Learning***  
**FLC on Engaging in the Scholarship of Teaching and Learning (SoTL)**

Members of the FLC will share their projects completed last year with the support of the faculty learning community.

***Recruitment and Retention of Majors in STEM Disciplines***  
**FLC on Enhancing Academic Success of Under-Represented Student Groups in STEM Disciplines**

A STEM faculty learning community at Miami is now in its second academic year, and its goal is to provide participants with a yearlong forum for discussions and implementation of strategies to enhance academic success of entering freshman with an emphasis on under-represented student groups. Current representation includes the following academic departments and division: Chemistry & Biochemistry, Mathematics & Statistics, Education, Engineering Technology, Engineering, and Zoology. In addition there is representation from four Administrative Offices across campus. Members of the learning community have developed projects aimed at promoting awareness of careers in STEM disciplines and to communicate to K-12 educators, guidance counselors and students how to prepare for entry into these majors in college. As a first step, brochures that include this information have been created. In addition, school visits are being planned to discuss pre-college preparation. We are also collaborating on projects aimed at retention of students in STEM majors through residence hall programming, and by providing mentoring opportunities for undergraduate research.

***Quantitative Literacy Student Learning Outcomes***  
**FLC on Quantitative Literacy**

**James Kiper, Computer Science and Systems Analysis**

One of the goals of the Quantitative Learning FLC is to draft a set of student learning outcomes that we believe every student in the university should achieve by the time that they walk across the stage at graduation. We believe that, by creating a draft of these outcomes, we will better communicate the meaning of the term "quantitative literacy" and that we will be able to begin a conversation in the university about this topic.

***Telling the Story to Learn the Statistics: Promoting Quantitative Literacy in a JRN/STA Course***  
**FLC on Quantitative Literacy**

A statistician and a journalist, in a team effort, developed a course to promote quantitative literacy at Miami University. The implementation of one of these projects is summarized. Course features included students preparing to be critical consumers of quantitative information, translating scientific journal articles for broad audience, and partnering with local news outlets, both print and radio, to produce stories for these media. This course had greater structure earlier to introduce basic ideas of journalism (e.g. information vs. story forms) and statistical ideas (e.g. data summaries). Beyond the stories produced by the students, major assignments included a

portfolio of examples of media blunders in representing numerical information (along with suggestions to improve these methods) and good examples.

***A Poster-Instigated Discussion: A Personal Journey into Geeky Open Source Teaching Tools and Consequences for Students***  
**FLC on Quantitative Literacy**

**Hank Stevens, Botany**

Most students find ecology to be a highly quantitative and computationally-intensive discipline, especially when they begin their studies out of a love of nature. This poster describes issues that I have faced over the past 15 years, as my own skills as a both a teacher and practitioner of quantitative methods have grown. My recent experience includes "literate programming" taking advantage of both the programming language "R" and the document preparation system "LaTeX." In addition, my students have used R to incorporate writing into code, and code into writing. In a completely subjective personal reflection, this poster has two sections. The first part is an outline of general and somewhat independent variables related to teaching, including: student vs. instructor perspectives, shallow vs. steep learning curves, Open Source vs. commercial products, comprehension vs. implementation. The second part of the poster then attempts to evaluate the importance of each of these variables, for selected pedagogical and scholarly activities. It is my hope that this poster provides the basis for an informal discussion during the poster session of these topics.

***Building Blocks for Successful Group Work***  
**FLC on Small Group Learning**

The FLC will present visual and kinetic presentations of how to apply the principles of successful group work to college classrooms. Among the exhibits will be a live musical performance.

***The Survival Guide for Part-Time Faculty***  
**FLC on the Role of Part-Time Faculty**

CELT publishes a booklet for new part-time faculty containing information, tips, and checklists helpful for someone who is starting his or her teaching career at Miami. The booklet is distributed at new faculty orientation sessions held on the Miami campuses. It is also available to any part-time faculty member by contacting CELT.

***Using Second Life in the Classroom: Improving Teaching and Learning in Virtual Environments***

**FLC on Using Second Life and Virtual Worlds for Teaching and Learning and Glenn Platt, Interactive Media**

The Second Life (SL) Learning Community has been examining how virtual worlds can improve teaching and learning. Second Life is a richly featured and complete virtual world where one can simulate real world behaviors or just as easily, create experiences that could never be part of the real world. This flexibility creates significant opportunity for experiential and inquiry driven learning. Miami University has an island in Second Life and the SL FLC has been studying best practices from other major universities and has developed insights for how Miami University might best benefit from SL opportunities.

***The Graduate Student Teaching Enhancement Program (GSTEP)***  
**Graduate Student Teaching Enhancement Program**

**Cecilia Shore, Psychology; Faculty Teaching Associate, CELT**

CELT's GSTEP provides an opportunity for Miami graduate students to engage in a one-semester series of seminars, workshops, and activities about teaching and learning. It is intended to connect students with sources of support for teaching, build a foundation for teaching skills and create community across departments. Qualitative and quantitative data about the effectiveness of the program will be presented.

***The New Faculty Teaching Enhancement Program (NFTEP)***

**New Faculty Teaching Enhancement Program**

**Cecilia Shore, Psychology; Faculty Teaching Associate, CELT**

CELT's NFTEP provides an opportunity for Miami tenure track and visiting faculty to engage in a one-semester series of seminars, workshops, and activities about teaching and learning. The Program is designed to enhance teaching interest, knowledge, practice, and effectiveness. Qualitative and quantitative data about the effectiveness of the program will be presented.

***Classroom Assessment Techniques and Innovative Teaching***

**New Faculty Teaching Enhancement Program**

**Brooke Flinders, Nursing, Hamilton Campus**

The "take home" message from my involvement in the NFTEP last semester was the importance of continual assessment and reassessment of the teaching and learning that goes on in class. This poster presentation was a final project for the NFTEP. The poster covers three areas that we learned about in the semester-long program:

1) Student feedback was collected after several class sessions and small group activities, using

the Prezza survey tool. This feedback is presented in the form of pie charts.

2) An innovative teaching strategy is highlighted. The class was divided into four groups to explore the topic of preeclampsia. Rather than have all the students approach the subject matter in the same way, three sources (one that discussed the basics, one that discussed guidelines for treatment, and one that presented the various levels of evidence available on the topic) were reviewed. The fourth group completed a case study and care planning activity on the topic of preeclampsia to bring the information back to a practical level. Each group shared its findings with the rest of the class.

3) Finally, the poster presents results of my SGID, completed during the fall 2008 semester.

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