

OTEP
March 4, 2009
Otterbein College
Titles and Abstracts

Miami Update on Two Student-Centered Learning Projects: Top 25 Enrolled Courses and Faculty and Professional Learning Communities

30 minutes

Milt Cox
Center for the Enhancement of Teaching and Learning
Miami University

Miami University is completing its second year of two projects designed to redesign courses to become student centered and inquiry based. The Top 25 project, funded by the President with assessment provided by the Assessment Office, requires that the top 25 enrolled courses at Miami become inquiry based. The second project involves a volunteer faculty and professional learning community on becoming a learning paradigm college with funding from the Center for the Enhancement of Learning and Teaching. We will describe and contrast these top-down and bottom-up approaches.

Getting Faculty to Enroll, Engage, and Enjoy Their Faculty Development Classes

45 minutes

Dan DeStephen, Terri Klaus, Sheri Stover
Wright State University
Center for Teaching and Learning

Faculty in higher education have a hard time attending faculty development classes due to their incredibly busy schedule. We know that research shows that faculty teach the way that they were taught, so it is critical that faculty participate in programs that are designed using brain based models. The Garrison, Anderson, and Archer (2000) Community of Inquiry (COI) model can be used to develop faculty development classes that include the essential elements of social presence, cognitive presence, and teaching presence. The COI model also builds a high level of community between the participants, which results in successful faculty development classes where participants report enjoying their time together. We review examples of how the COI has been used to develop blended faculty development classes that give participants flexibility in their demanding schedule and also utilize an effective instructional design model.

Nuts and Bolts: Web 2.0 and Social Networking - What's it all about?

30 minutes

Matthew Evins
Center for the Enhancement of Learning and Teaching
Miami University

Over the last few years, Web 2.0 has risen to be one of the most frequently used "buzz words" when looking to innovate higher education and the corporate world. But what *is* Web 2.0, and what happened to Web 1.0? This presentation will give an introductory look at various forms of the hot-topic technologies, including social networking, blogs, and wikis.

What Happened to Venus' Arms? Redesigning the Large Section Course Using Educational Technology

30 minutes

Don Humphreys
Director, Center for Teaching and Learning
Cedarville University

In 2007/8, the Center for Teaching and Learning at Cedarville partnered with four professors to redesign our Gen Ed, large section course, Intro to Humanities as a hybrid course. We have now taught this course for two semesters to over 600 students. This presentation will share the process and known outcomes of this process.

Regaining Our Balance: Re-envisioning Courses and Curricula in Response to the Move to Semesters

Teresa Johnson
Kathryn Plank
Faculty & TA Development
The Ohio State University

45 minutes

The numbers are daunting. With over 7000 teaching individuals, 61,000 students, 400 degree programs, more than 12,000 courses being taught, and only 5 faculty developers, how do we support and take advantage of OSU's upcoming transition from quarters to semesters? Our first programmatic addition designed to address this shift will be the Summer Course Design Institute, a week-long workshop that will take participants step by step through the process of backward design. We hope these participants will be our ambassadors, passing on the

principles of course design to some of the thousands that either cannot or will not be able to participate. In our presentation, we will lay out our plan for this workshop as well as engage the participants in a discussion of what a successful transition to semesters would look like at different institutions around Ohio and how it might be achieved.

Stop the Cognitive Overload: Teaching Faculty to Develop PowerPoint Presentations That Help Students Learn

45 minutes

Sheri Stover
Wright State University
Center for Teaching and Learning

Today PowerPoint has become a ubiquitous part of college lectures. Most faculty follow the traditional 6X6 rule for PowerPoint where they put no more than six lines of text and now more than six words of text on each line. Richard Mayer, the world's most prolific researcher of multimedia has found that this design of PowerPoint does not enhance students' learning and causes cognitive overload. We will review the model that faculty should use when creating PowerPoint presentations.