



# Excellence in Teaching Matters

Volume 5 Issue 1

Fall 2013

## Message from the Director

Dear Colleagues,

Welcome to the start of a new academic year! There is a lot going on around the university and the CTE is pleased to be able to present a range of events this fall to help you get off to a great start for the year.

In continued encouragement of Suffolk's excellent teaching community, we hope that you'll join us for our fall speaker luncheon with Dr. Saundra McGuire (pg. 13) who will be presenting on brain-based learning and metacognition. We also welcome your applications for the CTE's Teaching and Learning Innovation Grants (pg. 4) and your participation in CTE's mid-semester feedback program (pg. 10).

To support your writing and research, consider joining the CTE writing group (pg. 10) or book proposal writing group (pg. 2).

### 2013 Technology Symposium (by Danny Fontaine)

On the 22nd and 23rd of May the CTE hosted the third annual Technology Symposium. This year's event was the first to be opened up to participants from other institutions and held as a two-day event. The theme of this year's symposium was **Collaborative Conversations: Teaching and Learning, Technology and Leadership**. We had 122 attendees of which 28 were presenters—5 faculty from Suffolk and 23 faculty from other local area institutions. Among the presenters and attendees, local

If you're looking to integrate more technology into your courses this semester, set-up a meeting with your academic technology department or come meet with CTE's new instructional designer, Sarah Smith, who specializes in hybrid and online course design. Don't forget to check out Sarah's profile (pg. 14).

As we welcome Sarah to the team, the CTE is also sad to say goodbye to the CTE's program coordinator, Christina DiRico, who has been with the CTE since the very beginning! We wish Christina the best in her new position and look forward to introducing you to our new program coordinator later this fall.

Good luck with the new semester and we hope to see you at our fall events!

area institutions that were represented included: Anna Maria College, Boston Architectural College, Bridgewater State University, Curry College, Endicott College, Emerson College, Harvard University, Lasell College, Lesley University, Massachusetts College of Pharmacy and Health Sciences (MCPHS), New England College, Rivier University, Southern New Hampshire University, UMass Amherst, UMass Dartmouth, Nicols College, and the Wentworth

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### CTE by the Numbers Spring 2013

- During the 2012-2013 academic year, 341 messages of thanks from students were sent to professors via our Thank-a-Prof program.
- 26 faculty and staff attended the inaugural Alternative Spring Break for faculty hosted by the CTE (more info pg. 2).

## Alternative Spring Break for Faculty

Volume 5, Issue 1

This past spring break the CTE hosted the inaugural Alternative Spring Break for Faculty program. This event consisted of a series of workshops on topics that included: Extramural Funding Strategies; Strategic Planning for a Productive Summer, Grant Writing 101; Organizing Your Research with Ref Works; Human Subjects Research & IRB; and Best Practices for Productive Research Assistants.

### What did participants have to say?

*"The opportunity to discuss and brainstorm about productivity was critical for thinking about my work processes—this workshop was professionally and personally important and valuable."*

*"Very positive, lots of practical suggestions."*

*"Extremely helpful."*

*"As always its nice to meet colleagues I didn't know."*

*"Superb! Very informative!"*

*"Thank you!"*

Given the overwhelmingly positive feedback from participants, this is an event that the CTE will definitely be hosting again this year. Stay tuned for more details!

## Working on a book proposal?



Are you currently working on a book proposal? Are you getting ready to contact a publisher, and wondering how to begin or proceed with that process?

Over summer, Micky Lee, Associate Professor of Communication and Journalism facilitated a very successful book proposal writing group that met once a month. The CTE is considering offering a similar writing group this fall—the focus would

be on guiding authors through the process of writing the proposal for a manuscript and submitting the proposal to potential publishers.

If you are currently writing a book proposal or will be writing a book proposal over the fall and are interested in joining a Book Proposal Writing Group, please email Katie Linder at [klinder@suffolk.edu](mailto:klinder@suffolk.edu) by **Wednesday the 25th of September** to express your interest. If there are faculty who want this support over the fall (and possibly the spring, too) we will convene a Book Proposal Writing Group!

### Upcoming Events:

(All events held at CTE on the 12th floor of 73 Tremont unless otherwise noted)

#### September

Writing Group  
Tuesdays at noon

9/23 — Bring out your Dead  
1-2:30pm

9/25 — The International Student Experience at Suffolk University: Part One  
1-2:30pm

9/26 — Book Group Kick-Off  
1-2:30pm

9/27 — Writing Lockdown  
9am-4pm (lunch is provided)

#### October

10/1 — Fall Speaker Luncheon  
1-2:30pm (RSVP by 9/25)  
Law School Function Room

10/2 — The International Student Experience at Suffolk University: Part Two (Panel)  
1-2:30pm

10/4, 10/11, 10/18 & 10/25 — Course Design Institute  
10am-3pm

10/8 — Finding Funding  
1-2:30pm (RSVP by 10/4)

10/10 — Classroom Assessment Techniques  
1-2:30pm

10/15 — TEALIG Application Deadline

RSVP for any of the events listed above to: [cte@suffolk.edu](mailto:cte@suffolk.edu)

## The Hybrid Course Design Institute

This summer the CTE offered two opportunities for faculty to complete the Hybrid Course Design Institute (HCDI). This program was piloted in spring 2013 and subsequently underwent extensive revision based on the feedback received from the participants in the pilot. Over these three sessions of the HCDI about 30 faculty and staff have been trained in hybrid course design. In its current form, the HCDI is an intensive six-week long institute—deliberately designed to simulate a hybrid course—that will run over summer only. Each of the six weeks' face-to-face classes are structured such that the morning session (10am-noon) covers different elements of hybrid course design, including:

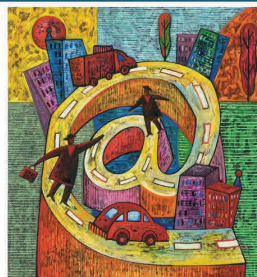
- Week 1: Fundamentals of Hybrid Teaching and Learning
- Week 2: Hybrid Course Mapping
- Week 3: Creating Social Presence in Hybrid Courses
- Week 4: Designing Hybrid Assessments
- Week 5: Implementing Your Hybrid Course
- Week 6: Participant Showcase of Hybrid Designs

And the afternoon session (1-3pm) offers a different technology training, including:

- Week 1: Introduction to Blackboard and Learning Modules
- Week 2: Hybrid Resources and Panopto Training
- Week 3: Podcasting
- Week 4: Blackboard Assessment Tools and Online Rubric Tools
- Week 5: Hybrids, Apps and Social Media

As Suffolk continues to offer more hybrid courses the CTE will continue to offer the HCDI as a summer program, and during the semester, CTE staff are happy to work one-on-one with faculty to help them transition their courses to the hybrid format.

### Center for Teaching Excellence Hybrid Course Design Institutes



The **Hybrid Course Design Institute** is a six-week program that includes face-to-face and online activities that simulate the experience of taking a hybrid course. Participants must commit to attending all six sessions. Completion of the CTE Course Design Institute is highly recommended prior to signing up. HCDI sessions are capped at 15 participants so sign up now!

#### Upcoming HCDI Sessions:

10am-12pm - Course Design; 1-3pm - Technology Training  
Summer 2014 I: June/July  
Summer 2014 II: July/August

Upon completion of the HCDI, participants will be able to:

- Demonstrate competency with hybrid course design principles and a range of hybrid teaching methods through the creation of a course structure that emphasizes active learning and student engagement.
- Adapt F2F activities for online learning.
- Assess student learning in a hybrid course environment and evaluate which assessment methods are best for F2F versus hybrid employment in a particular discipline.
- Support students in hybrid learning environments.
- Identify where to find help at Suffolk to troubleshoot technology concerns and issues.



For more information on upcoming Hybrid Course Design Institutes or to register, call CTE at 617-573-8222 or email the cte at [cte@suffolk.edu](mailto:cte@suffolk.edu)

## What do participants say about the HCDI?

*"It's forced me to focus less on content and increase my focus on the delivery method [of content]."*

*"My brain hurts! What I've found in this class are a million to do's—things I need to research, apps to try, websites to visit, articles and posts to read."*

*"I am now less concerned about covering all the relevant content. I was already focused on active learning, but the HCDI has focused me even more on creating situations where high quality learning can occur rather than on everything the course is supposed to cover."*

*"I now have a much better idea of how to organize my course material."*

*"This HCDI has forced me to be more purposeful about linking what I'm doing online with what I'm doing F2F and ensuring each activity, etc. aligns with my learning goals. "*

**Upcoming Events:**  
 (All events held at CTE on the 12th floor of 73 Tremont unless otherwise noted)

**October (continued)**

**10/15—Grant Proposal and Budget Development**  
 1-2:30pm (RSVP by 10/11)

**11/18—Writing Lockdown**  
 9am-4pm (lunch is provided)

**10/21-10/23 — NEASC site visit**

**November**

**11/4 — Thank-a-Prof Launch**

**11/5 — Introduction to Research Methods: Part One**  
 1-2:30pm (RSVP by 11/1)

**11/6 — Introduction to Research Methods: Part Two**  
 1-2:30pm (RSVP by 11/1)

**11/12—Overview of Research Regulations**  
 1-2:30pm (RSVP by 11/8)

**11/14—Orientation to IRBNet**  
 1-2:30pm (RSVP by 11/12)

**11/15—TEALIG awardees notification**

**11/22—Writing Lockdown**  
 9am-4pm (lunch is provided)

**December**

**12/9-12/13—Grading Daze**  
 9am-4pm (snacks are provided)

RSVP for any of the events listed above to: cte@suffolk.edu

The CTE Teaching and Learning Innovation Grants (TEALIGs) provide seed funding of up to \$2000 for an individual or up to \$5000 for a group of 2 or more to encourage new and innovative ideas designed to continue to improve and sustain the quality of education at Suffolk University. Awards support projects that directly enhance the learning experience of Suffolk students. TEALIGs have two funding cycles:

	<b>Fall Funding Cycle</b> (for funds to be used January 1-June 30)	<b>Spring Funding Cycle</b> (for funds to be used July 1-December 31)
<b>Application Due</b>	October 15th	February 15th
<b>Decision Received</b>	November 15th	March 15th

It is expected that awardees will participate in a showcase to highlight their accomplishments and/or learning, depending on the award, and disseminate their work to the Suffolk Community through, at minimum, a presentation at the Center for Teaching Excellence or the annual CTE Technology Symposium.

Please submit all applications to Danny Fontaine (dfontaine@suffolk.edu) by the deadlines listed above.

For more information about these grants (including FAQs and Application Form), please see:

<http://www2.suffolk.edu/offices/50721.html>

**Congratulations to our Spring 2013 TEALIG awardees:**

Tracey Riley (SBS) & Greg Fried (CAS): Writing Across the Suffolk Curriculum: The WI

Zhen Zhu (SBS): Creating Toolkits to Turn MKT318 into a Flipped Classroom

Teri Fair (CAS): Simulations on Conflict and Compromise in American Government and Society

The CTE has many books that focus on hybrid teaching and learning, including what is a hybrid (or blended) course, how to design your own hybrid courses, and how to foster student success in hybrid environments. Some of these titles are:

### **Learning Online with Games, Simulations and Online Words**

Clark Aldrich

### **Technology –Enhanced Teaching and Learning**

Carol A. Barone

### **How to Design and Teach a Hybrid Course**

(see review below)

Jay M. Caulfield

### **Engaging the Online Learner**

Rita-Marie Conrad

### **Blended Learning in Higher Education**

Randy D. Garrison & Norman D. Vaughn

### **Blended Learning: Across Disciplines, Across the Academy**

Francine S. Glazer

### **Social Media for Educators**

Tanya Joosten

### **Quick Hits for Teaching with Technology**

Robin K. Morgan

### **Building Online Learning Communities**

Rena M. Palloff

### **Hybrid Learning: The Perils and Promise of Online and Face-to-Face Instruction in Higher Education**

Jason Allen Snart

*(more information about the Lending Library on page 6)*

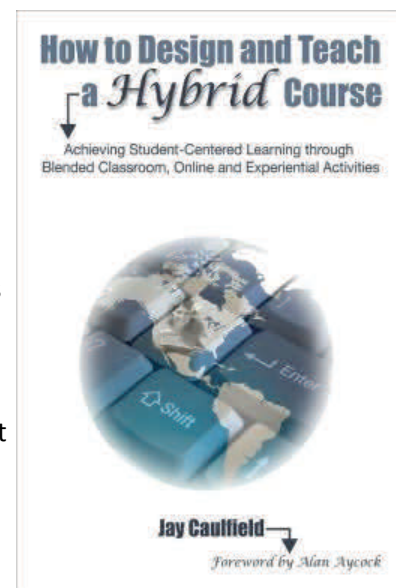
## Book Review: How To Design and Teach a Hybrid Course

This extremely useful book is the assigned reading for the CTE's Hybrid Course Design Institute (see pg. 3). It is written by Jay Caulfield (2011) —an educator with much experience as both a faculty member and an administrator—who has led the hybrid redesign of Marquette University's College of Professional Studies' graduate degree programs. Drawing on her experience of having taught 80 hybrid courses she presents her readers with an easy-to-read guide to hybrid teaching and learning.

This book is divided into three sections: 1) Introduction; 2) Designing and Teaching Your Hybrid Course, and 3) Interview Data. Sections One and Two present a number of learning theories, principles, and concepts that are integral to not only understanding what hybrid teaching and learning is but also knowing the right questions to ask yourself (as the

instructor) and of the administration as you (or your department) implement hybrid courses.

Section Three—Interview Data—is particularly helpful because it presents a variety of data collected via interviews with students and instructors who teach hybrid courses. The focus of this section is to give readers a sense of what students have to say about their experiences with and reasons for choosing hybrid courses, and to present readers with insights about what the best hybrid teachers *say*, and what the best hybrid teachers *do*. As Jay Caulfield herself notes: Going hybrid is itself a work of exploration and experiment: Try something and see if it works; if it doesn't, try something else instead (2011, x). This book provides readers with many different ideas about what to try, and what else to try to promote your students' active engagement and learning in your hybrid courses.

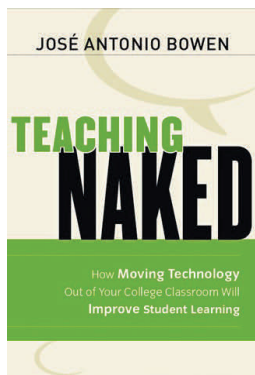


Review written by  
Danny Fontaine

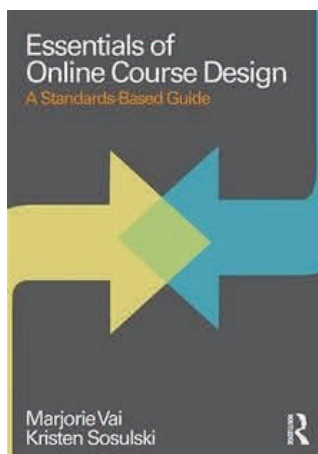
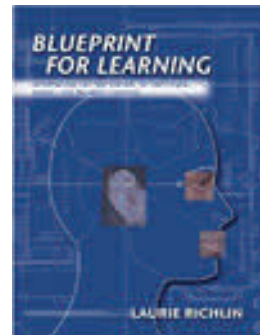


The CTE continues to expand the resources available to the campus community via the Lending Library. Recent book acquisitions include:

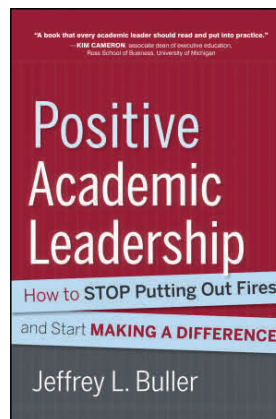
**Teaching Naked: How Moving Technology Out of Your Classroom will Improve Student Learning**  
José Antonio Bowen (2012)



**Blueprint for Learning: Creating College Courses to Facilitate, Assess and Document Student Learning**  
Laurie Richlin (2006)

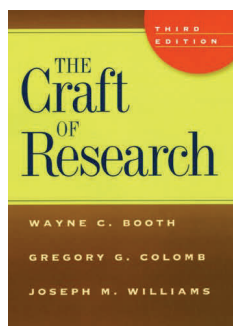


**Essentials of Online Course Design: A Standards-Based Guide**  
Marjorie Vai & Kirsten Sosulski (2011)

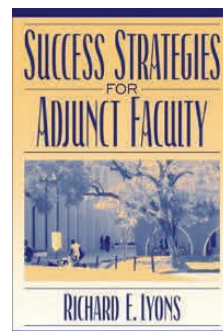


**Positive Academic Leadership: How to Stop Putting out Fires and Start Making a Difference**  
Jeffrey L. Buller (2013)

**The Craft of Research**  
Wayne Booth et al. (2008)



**Success Strategies for Adjunct Faculty**  
Richard E. Lyons (2003)



## Lending Policy for Books

### CHECKING BOOKS OUT:

You may check books out for an initial period of **3 weeks**. We will contact you near the end of this initial 3 week period about returning the book(s); if you still require the books, you may renew it/them twice thereafter (2 weeks per renewal).

Please be sure to check out any books you want with a CTE staff member. Before leaving the library, please bring the book(s) to either Katie Linder (office #1294C), Sarah Smith (office #1281C) or Danny Fontaine (office #1283) as we need to check out the book(s) using our automated issuing system.

If no-one is around to check-out a book for you, please fill in one of the purple laminated cards located at the library so that one of us can issue your book(s) electronically. You are responsible for each book that you check out. Should you misplace a book you will be responsible for covering the costs of a replacement copy.

### RETURNING BOOKS:

Please be sure to return any books to a CTE staff member. Please bring the book to either Katie Linder (office #1294C), Sarah Smith (office #1281C) or Danny Fontaine (office #1283) as we need to return the book using our automated issuing system.

If no one is around to collect your books, please leave them on the CTE front desk with your name.

DO YOU HAVE SUGGESTIONS for books you would like us to purchase for the Lending Library? If so, please email us your recommendations at [cte@suffolk.edu](mailto:cte@suffolk.edu).

More recently the CTE has started to add instructional pedagogy videos to our lending resources. Currently, we have a variety of titles from the *Magna Commons 20 Minute Mentor* series. These titles include:

- \* Cell Phones, Laptops, and Facebook: What Can I Do About Them?
- \* How Do I Assign Students to Groups?
- \* How Do U Give Feedback that Improves Student Writing?
- \* How Can I Clarify Fuzzy Learning Goals?
- \* How Can I Help Students Develop Critical Thinking Skills?
- \* How Can I Promote Deep Lasting Student Learning?
- \* How Do I Get Students to Read Their Assignments Before Class?
- \* Learn vs. Grades: How Can I Make My Exams More about Learning, Less About Grades
- \* What Are My Multiple Choice Test Results Telling Me?
- \* What Can I Learn From Students Ratings?
- \* How Can I Transform My Tests into Learning Tools?
- \* How Do I Create a Climate for Learning in My Classroom?
- \* How Do I Get More Students to Participate in Class? (2)
- \* Learner-Centered Teaching- Where Should I Start? (2)
- \* What Can I Do About Feeling Tired, Stressed, and Burned Out?
- \* What Should I do When a Student Challenges My Authority?
- \* Blended Learning- 4-Pack
  - ◇ What is Blended Learning?
  - ◇ In Blended Courses, What Should Students Do Online?
  - ◇ Should I Use ADDIE as a Design Map for my Blended Course?
  - ◇ What Three Things Could I Do to Improve My Blended Courses?

### Lending Policy for Videos

#### CHECKING VIDEOS OUT:

You may check videos out for an initial period of **1 week**. We will contact you near the end of this initial 1week period about returning the video(s); if you still require the video(s), you may renew it/them once thereafter (for another week).

Please be sure to check out any videos you want with a CTE staff member. All videos are stored in the CTE front office. You can browse these titles in the Lending Library using the descriptions available to you there. Then, bring the title(s) of the video(s) you want to check-out to either Katie Linder (office #1294C), Sarah Smith (office #1281C) or Danny Fontaine (office #1283) as we need to check out the video(s) using our automated issuing system.

If no-one is around to check-out a video for you, please fill in one of the purple laminated cards located at the library so that one of us can issue your video(s) electronically.

You are responsible for each video that you check out. Should you misplace a video you will be responsible for covering the costs of a replacement copy.

#### RETURNING VIDEOS:

Please be sure to return any videos to a CTE staff member. Please bring the video(s) to either Katie Linder (office #1294C), Sarah Smith (office #1281C) or Danny Fontaine (office #1283) as we need to return the video(s) using our automated issuing system.

If no one is around to collect your video(s), please leave them on the CTE front desk with your name.

DO YOU HAVE SUGGESTIONS for instructional videos you would like us to purchase for the Lending Library? If so, please email us your recommendations at [cte@suffolk.edu](mailto:cte@suffolk.edu).

The CTE is working more closely with the staff at the Mildred F. Sawyer Library to produce a variety of resources to help faculty and staff access the many resources the library has. Here is a useful guide to get you and your students started on finding resources that will be useful to you:

The screenshot shows the Mildred F. Sawyer Library homepage. At the top, there is a navigation bar with links: SUFFOLK HOME, ABOUT SUFFOLK, ACADEMICS, ADMISSION & FINANCIAL AID, CAMPUS LIFE & BOSTON, RESEARCH CENTERS & INSTITUTES, OFFICES & SERVICES, ALUMNI. Below this is the Suffolk University logo and the text 'MILDRED F. SAWYER LIBRARY'. A secondary navigation bar includes: LIBRARY INFORMATION, LIBRARY SERVICES, RESEARCH GUIDES & SUBJECT DIRECTORIES, SEARCH FOR BOOKS, E-BOOKS & JOURNALS, SEARCH FOR ARTICLES, NEWS.

The main content area is divided into several sections:

- SEARCH FOR BOOKS E-BOOKS & JOURNALS:** Contains links for 'Library Catalog' (pointed to by 'Catalog Search'), 'Electronic Journals List', 'Databases by Subject' (pointed to by 'Databases'), 'A-Z List of Databases' (pointed to by 'Databases'), and 'Off-Campus Troubleshooting'.
- SEARCH FOR ARTICLES IN DATABASES:** Contains 'Databases by Subject' (pointed to by 'Databases'), 'A-Z List of Databases' (pointed to by 'Databases'), and 'Off-Campus Troubleshooting'.
- SEARCH LIBRARY CATALOG (BOOKS):** Features a 'Keyword' search box, an 'eJOURNAL LOCATOR' section with a 'Journal Title begins with' dropdown, a 'QUICK SEARCH' section with a 'Search across' dropdown, and a 'RESEARCH GUIDES' section with a dropdown menu.
- Library Information:** Lists links such as Hours, Location, Department Contacts, Reference (pointed to by 'Reference'), Library Tour and Orientations, Library Blog, FAQ, Summary of Services, General Policies, ILL Policy for Borrowing ("Other") Libraries, Planning Documents and Reports, Library User Survey Form, Suggestion Box, Sawyer Library New Books, and Student Employment.
- Research Guides and Subject Directories:** Lists links for Help and Research Guides, Research Tutorials, and Full Text Web Collections. A callout 'Research Guides' points to this section.
- Other Libraries and Collections:** Lists links for Law Library, NESADSU, Madrid Library, Suffolk University Archives, Collection of African-American Literature, Afriterrra Map Library, Boston Area Libraries, and Art Works in the Library.
- Suffolk On Other Campuses:** Lists links for Suffolk on Cape Cod and Suffolk at Northern Essex Community College.
- Library Services:** Lists links for Interlibrary Loan, Faculty Services (pointed to by 'Faculty Services'), Course Reserves (pointed to by 'Course Reserves'), Renewing Books, Reserving a Group Study Room, Equipment and Facilities, and Periodicals and Microtexts.
- SEARCH SAWYER LIBRARY SITE:** Features a 'Google Custom Search' box.
- QUICK LINKS:** Includes a dropdown for 'University Home Page' (pointed to by 'Locate Online Journal Titles').
- GOOGLE SCHOLAR:** Includes a search box and a link to 'Use Google to Search the General Web'.

## DATABASES:

Do you know that as a Suffolk University faculty member, you can access the *Boston Globe* and the *Harvard Business Review* from anywhere? The Library maintains 135 quality databases and nearly 24,000 electronic journals covering a wide range of subjects. The databases include scholarly journals, newspapers, magazines, government documents, and other digital content available both on and off-campus. From the Library's homepage: <http://www2.suffolk.edu/sawlib/sawyer.htm>, select **Databases by Subject** or choose from the **A to Z List** to access all of the Sawyer Library's databases. The Databases by Subject are arranged by very broad subjects, such as Business & Management and Social Sciences. The A to Z listing provides a brief description of every database. If you want to determine if a journal title is available within one of the Library's databases, simply type the title in the **e-Journal Locator** box on the homepage. The results will indicate what database holds the selected journal. Tables of contents of each E-

continued on page 9



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students, faculty, and staff may access online Library Resources, such as databases and e-books, by entering their name and ID number from their Suffolk University identification card. The Suffolk University **Online Catalog** is a database containing print books and journals, and media, as well as e-books (over 100,000) and online journals. The catalog is freely available from our webpage.

#### **Help and Research Guides – LibGuides:**

Library LibGuides are created and maintained by Sawyer Library Reference Librarians. Most of our guides cover broad subject areas and generally include descriptive annotations and links to high-quality library databases as well as print and selected general web resources. The database selections within each guide recommend the most useful databases for a specific topic. Other guides provide information about the Library, discuss particular research tasks, or provide tips on using specific technologies, and others are geared toward specific courses or interests. The LibGuides are freely available from our webpage. See, for example, the LibGuide, *Adding PURLs to Blackboard* for instructions on linking to database articles within Blackboard.

#### **Instruction:**

The library Reference Staff is eager to help you and your students meet your course learning objectives. We encourage you to schedule a library instruction session for any class requiring a research project or needing an introduction to library resources. Most Library Instruction sessions take about a half-hour to 45 minutes. Reference Librarians will generally construct a session tailored to your course's specific objectives. To schedule an instruction session, select the **Faculty Services** link from the Library homepage, and choose Instruction Services from the list. Visit the Reference Desk, email the reference staff or complete an Online Instruction Request form to arrange an instruction session.

#### **Access to Research Professionals:**

Experienced Reference Librarians are available in-person at the Library Reference Desk, via email, chat, or text. Click **Reference** from our Homepage to view hours and contact information. Select "Ask a Librarian" for access to FAQs, off-campus access issues, and much more. We are all very approachable and very much want to work with you and your students to make their research experience a productive and maybe even a fun one.

#### **Course Reserves:**

The Sawyer Library buys two copies of all textbooks and required readings for all undergraduate and graduate courses in the College of Arts and Sciences and the Business School. They may be borrowed for a period of two hours of in-library use upon presentation of a valid, current Suffolk University ID.

If you wish to inquire about the status of the Course Reserves for your classes, submit a query using the Faculty Reserve Inquiry form. For more information, consult the [Faculty Reserve FAQ](#).

We strongly encourage all faculty to give a copy of their course syllabus to Drew Meger, Circulation/Reserves manager [ameger@suffolk.edu](mailto:ameger@suffolk.edu). This will help us know what you would like to put on reserve for the semester. Changes to the syllabus can be easily accommodated.

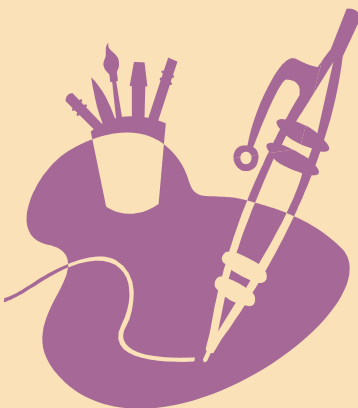
With our sincerest thanks to  
Connie Sellers, Assistant Director for  
Reference Services at the  
Mildred K. Sawyer Library for  
compiling this useful resource guide.

## Work with a CTE Staff Consultant

### Join the CTE Writing Group

**Do you want to write more but struggle with time management, motivation, or accountability?**

During the academic year the CTE offers a writing group for faculty and staff who are interested in goal-setting and accountability. Participants meet weekly to discuss their projects, troubleshoot obstacles, share and discuss tips and strategies, celebrate successes, and set weekly goals for writing or tasks that will help writing productivity! The Spring 2013 Writing Group meets at **noon on Tuesdays** in the CTE space on the 12th Floor of 73 Tremont Street. We hope to see you there!



Individual faculty consultations are designed to provide support for faculty and lecturers who would like to improve their teaching or learn more about teaching strategies and learning theory, and teaching with technology. Instructors work one-on-one with a CTE staff member based on their own goals and needs.

During an initial meeting, the instructor will outline the issues that they want to explore and the CTE staff member consultant will provide resources, support, and a plan for action that may include a classroom observation, gathering additional feedback from students, reviewing previous evaluations, or meeting regularly for conversations about teaching.

Individual consultations can address a number of teaching issues and concerns including, but not limited to, assessment, active learning, the course design process, and the scholarship of teaching and learning. *To set up an individual consultation, email [klinder@suffolk.edu](mailto:klinder@suffolk.edu); [dfontaine@suffolk.edu](mailto:dfontaine@suffolk.edu) or [sarah.a.smith@suffolk.edu](mailto:sarah.a.smith@suffolk.edu)*

## Improve Your Courses with Student Feedback

A Midterm Feedback Session is a confidential method that uses small group discussion among students to provide feedback to the instructor. The process takes about 20-30 minutes with the faculty member out of the classroom on a scheduled day.

Once a Midterm Feedback Session is requested, you will receive a form that allows you to provide us with additional details about your class. A CTE colleague will then visit your class and ask your students to respond to three questions:

1. What aspects of this course ENHANCE your learning?
2. What aspects of this course HINDER your learning?
3. What could YOU (as a student) do to make the course better for your classmates and the teacher?

The information gathered will then be correlated into a confidential report for the instructor. Once the report is ready, a debriefing session is scheduled with a CTE staff member to discuss the results and brainstorm ideas for the class.

Research has shown that faculty who conduct mid-course feedback and have a consultation raise their teaching evaluations and improve learning. To sign up for a midterm feedback session for this semester, call the CTE office at 617-573-8222 or email [cte@suffolk.edu](mailto:cte@suffolk.edu) by **Friday the 4th of October.**

## Spring Semester: Pass-the-Book Program

Each spring semester, the Center for Teaching Excellence facilitates a campus-wide Pass-the-Book program for faculty and staff. Each year we select a text that speaks to a major theme or current trend in higher education. Past titles include *Mindset* by Carol Dweck (2007) and *Whistling Vivaldi: How Stereotypes Affect Us and What We Can Do* by Claude M. Steele (2011). Do you have a suggestion for a book for next semester's Pass-the-Book? If so, please email your suggestions to the CTE at [cte@suffolk.edu](mailto:cte@suffolk.edu). We look forward to hearing from you!

## Fall Semester Book Group

Each fall semester, the Center for Teaching Excellence hosts faculty-facilitated book groups on a variety of teaching topics. This fall there will be one group book offered by Deborah Harkins (Associate Professor of Psychology), Carolina Garcia (Director of Service Learning) and Sukanya Ray (Associate Professor of Psychology) on *Beyond the Campus: Building Sustainable University-Community Collaborations*— a new publication co-authored by Debra Harkins. (Please note: this book group is capped at 6 participants)



This book explores how we (a team of university professors, graduate students, undergraduate students and community members) approached the issue of community development in the context of competing interests and a differential power imbalance. We used a process-based model for supporting community transformation, a phenomenon in which university-community partnership is but one example. The people who most will want to read and use *Beyond the Campus* are academic faculty, action-focused researchers, community-action focused staff and service-learning teachers seeking to learn how to enhance their relationships with community leaders (e.g., principals, executive/program directors, teachers and parents) in urban educational settings.

This semester's book group will launch with a kick-off event on **Thursday the 26th of September, 2013 from 1-2:30pm** at the CTE. Watch out for the call to participate that will be circulated via email at the start of the semester. If you are interested in participating in this book group, please email the CTE at [cte@suffolk.edu](mailto:cte@suffolk.edu).

## 2013 Technology Symposium



Dr. Eric Mazur (left) entertaining the audience (right) at the Technology Symposium with his Keynote, **Confessions of a Converted Lecturer**

*continued from page 1*

Institute of Technology. The array presentations was quite impressive, from “How to use a blog as a feminist pedagogical tool” to Packing Your Technology Toolkit and really provided a wonderful showcase of all the fun and interactive ways faculty are collaborating to foster innovation in their classrooms.

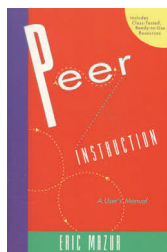
For many, the highlight of the symposium was the Keynote presentation delivered by Dr. Eric Mazur, the Balkanski Professor of Physics and Applied Physics, and Area Dean of Applied Physics at Harvard University. Dr. Mazur is an internationally recognized scientist and research who is also interested in education, science policy,

*continued on page 12*

## 2013 Technology Symposium *(continued from page 11)*

outreach, and the public perception of science. He believes that better science education for all—not just science majors—is vital for continued scientific progress. To this end, the Keynote address **Confessions of a Converted Lecturer** had Dr. Mazur sharing with the audience his personal struggles with engaging students and fostering real learning in his physics classes. In an honest, interactive, and at times very humorous manner, Dr. Mazur took us on a journey through his teaching career (which began in 1984 at Harvard) and how he came to the realization (in the early 1990s) that it was his teaching method—lecturing—that was at fault; he was teaching in a way that encouraged his students to simply memorize the material instead of really understand the material. Interestingly, Dr. Mazur made the point early on in his address, that when he asks the audience to select among options of how they learn to do something they are good at well (where the options are reading about it, practice, lecture, watching a video on it) no one ever selects lecture! (Most common is “practice”) And, no matter where he asks this question of his audience, lecture is never a response. Yet, wherever he presents, lecture is the predominant way of teaching! Knowing that something needed to change in his classroom, Dr. Mazur tried different initiatives to **shift the focus from “teaching” to helping students learn**. In particular, he became convinced that instructors need to **give students more responsibility for gathering information** so that they (instructors) can then better help them (students) assimilate it. The result of his various approaches to more active teaching and learning is *Peer Instruction* (1996)—an approach that involves his

students in the teaching process. Peer instruction involves (1) students doing reading before class on the assigned topic, (2) coming to class and working in pairs on problems relating to the material they read; in this way they dig deeper into the material, and (3) ConcepTests. The novel part about the ConcepTests is that with the progress in technology, particularly Classroom Response Systems (Clickers) this has become a very accessible and pedagogically-informed way to interact with and teach one’s students. ConcepTests involve: (1) asking students a physics problem based on the material they read before class, (2) giving students time to think about their answers, (3) polling the class (using clickers) to find out what they think the answer is, (4) peer discussion with a partner (ideally each person in the pair submitted a different answer) to convince each other of why their respective responses are correct, (5) another poll (again, using Clickers) to check-in with students what they now think is the correct answer to the problem, and (6) an explanation by the instructor of the problem and hence a more in-depth coverage of the material. Dr. Mazur was careful to note that it is impossible to sleep in his class because every 2 minutes a classmate is talking to you, and there is a continuous information flow happening between everyone in the room!



There are copies of Dr. Mazur’s book available for check-out in the CTE Lending Library.



Dr. Eric Mazur

**“All along there were signs that something was wrong... the lecture method is a process whereby the lecture notes of the instructor get transferred to the notebooks of students... without passing through the brains of either.”**

### Key snippets from the Keynote:

Education is more than just knowledge transfer

The more you know something, the harder it becomes to teach

Lectures focus on information transfer

We need to shift from teaching to helping students learn

Technology should be included because it helps the student to learn, and not simply to be included





**YOU ARE CORDIALLY INVITED TO THE  
CENTER FOR TEACHING EXCELLENCE ANNUAL LUNCHEON**

Come hear *Dr. Saundra McGuire* discuss how you can help your students achieve success in the classroom!

**Get Students to Focus on Learning Instead of Grades: Metacognition is the Key!**

21<sup>st</sup> Century students come to college with widely varying academic skills, approaches to learning, and motivation levels. Faculty often lament that students are focused on achieving high grades, but are not willing to invest much time or effort in learning. This session will focus on the importance of helping students acquire simple, but effective learning strategies based on cognitive science principles. We will engage in interactive reflection activities that will allow attendees to experience strategies that significantly improve learning while transforming student attitudes about the meaning of learning.



**Dr. Saundra McGuire**  
*(Ret) Assistant Vice  
Chancellor & Professor of  
Chemistry*  
*Director Emerita, Center for  
Academic Success*  
  
Louisiana State University

**Tuesday, October 1st**

**Registration: 12:30-1pm**

**Keynote & Luncheon: 1-2:30pm**

**Sargent Hall, Law Function Room**

**120 Tremont Street, 1st Floor, Boston, MA**



**Suffolk University**  
Center for Teaching Excellence

Space is limited please RSVP to  
[cte@suffolk.edu](mailto:cte@suffolk.edu) by September 25th

## Welcomes and Goodbyes

### Introducing Sarah Smith, Instructional Designer, CTE

This summer the CTE welcomed Sarah Smith as its new Instructional Designer. Prior to joining Suffolk, she was an Instructional Technologist and Designer for the Faculty Center for Professional Development & Curriculum Innovation at Curry College.

As an Instructional Designer, Sarah employs best-practices to analyze needs, make recommendations, and facilitate implementation of instructional technologies. She has 10+ years of experience in developing and implementing a wide array of instructional technology training and professional development opportunities for faculty at all levels of expertise, focused on facilitating student learning and integrating

technology with curriculum. She works to promote the application of validated, practical procedures in the design and delivery of instruction resulting in the effective use of technology which transforms teaching and learning.

Sarah holds a B.A. in Graphic/ Information Design from Central Connecticut State University, an M.S. in Education Technology from Central Connecticut State University and a M.B.A. from Curry College.

Sarah has taught courses on Digital Imaging and Digital Photography for Curry College. In addition, she holds the Director of Education position on the AIGA—the professional association for design— Boston Board of Directors.



**Sarah Smith**  
**Instructional Designer**  
**Center for Teaching Excellence**

If you want to set up a meeting with Sarah to talk about teaching with technology, she can be reached at:

Phone: 617.557.1572

Email: [sarah.a.smith@suffolk.edu](mailto:sarah.a.smith@suffolk.edu)

### Saying Goodbye to Christina DiRico, Senior Program Coordinator, CTE



At the end of summer we bid a fond farewell to our colleague, Christina DiRico. For ten years Christina was a valued employee of Suffolk University. In 2007 she became the Program Coordinator for the Center for Teaching Excellence and a founding staff member of the CTE. Later, in 2011 she was promoted to Senior Program Coordinator. In early September Christina will start a new position within the Community Services Program for the Reading Public School System. Christina was a vital member of the CTE staff and while we miss her in the office, we wish her every success in this next phase of her career.

**Christina DiRico**  
**Senior Program Coordinator**  
**Center for Teaching Excellence**



## Professor Profile: Tracey Riley

### Tell us a little about the courses you currently teach.

I currently teach Intermediate Accounting I at both the undergraduate and graduate levels. This is the first accounting course students take after declaring accounting as their major and many students find it to be the most difficult accounting course in the curriculum. Here, they go beyond journal entries (the “how”) and gain a deeper understanding of accounting theory (the “why”).

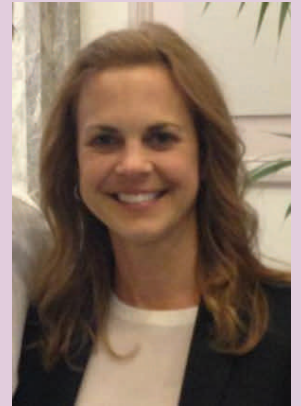
### What are your favorite courses to teach and why?

I have taught numerous accounting courses but my favorite to teach is Intermediate Accounting because I have empathy for how difficult students find the material given my own initial experiences in accounting classes as a student. In my final semester as an undergraduate psychology student, I decided to try an accounting class as an elective. I dropped the class after the first day because it was so intimidating. Later on, when earning my MBA, the material in the required (and thus unavoidable) accounting course initially did not come easy to me, but in time and with the right instruction, I came to love the subject and excel in it. I believe my initial struggles make me a better teacher of the material and I enjoy when that proverbial light bulb goes on for my students.

### Where do you find new ideas for teaching?

I am a frequent visitor to Suffolk’s outstanding Center for Teaching Excellence and learn something new at each event I attend (faculty luncheons, afternoon teas, etc). I consider myself extremely fortunate to work at a university that strongly supports the art and science of teaching by creating a culture of continuous improvement and recognition for outstanding teaching. My colleagues at SBS, CAS, and the Law School are outstanding teachers and serve as my mentors. I do not have the space to mention everyone I’ve learned from, but as examples: From MJ Potvin I learned numerous new technologies and best practices for using them in my classes. From Danny Fontaine I received tips for grading student writing and from Greg Fried I learned about the Writing Initiative, which I have since helped implement in the Accounting Department. From Allan Tow I learned acting techniques that enhance student learning and retention. I also get new ideas from my students from participating in the CTE’s mid-semester feedback program. Teaching is a continuous learning process. By continually adapting, I hope to make a more profound impact on my students’ education.

**TRACEY RILEY** is an assistant professor of accounting in the Sawyer Business School. She received her BA and MBA from Assumption College, a Certificate of Advanced Graduate Studies in Accounting from Bryant University, and her PhD in Accounting from the University of Massachusetts at Amherst. Her professional experience includes managerial accounting and running a personal income tax service. She and her husband are avid runners who have run 18 half marathons across the US and completed various adventure races, occasionally joined by their two daughters, son, and daughter-in-law.



### What is one of your favorite teaching moments?

It had nothing to do with my teaching per se, but everything to do with the diversity of Suffolk’s student body. I chose Suffolk University in large part because of the diversity of the faculty and students. One of my favorite and most memorable moments was watching two of my students solve a problem together. One student was wearing hijab and the other was wearing his yarmulke. To me, they symbolized Suffolk’s openness to all individuals and tolerance and respect for differences. I felt so proud to be in a place where students feel free to express themselves while remaining open to accepting others. This moment in my classroom made me believe that education and integration can bring a greater understanding and peace.

### Thinking about students who are 5 years or more out of your courses, what is something you hope they would say about what they learned from you?

I hope my former students will say they learned to be lifelong learners. My goal is to enlighten all my students to the fact that education is not just a necessity but also a powerful tool to engage in and enjoy. Learning is a process that continues throughout life and I am honored to guide my students along their educational journey. I want my students to believe in themselves and their ability and know that they have the tools necessary to change their worlds.



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Please let us know if you would like to write an article, book review, or be featured in our “Professor Profile” for *Excellence in Teaching Matters*. We also welcome any suggestions that you may have to make this newsletter more valuable to your teaching.