



Excellence in Teaching & Scholarly Matters

Volume 5 Issue 2

Spring 2014

Message from the Director

Dear Colleagues,

Welcome to the spring semester! The CTSE staff are excited to offer you a range of programs that support our new mission as the Center for Teaching & Scholarly Excellence (see more about our new name and mission on page 2).

This semester, we hope you'll join us for some of our regular and continuing programs like the Course Design Institute (page 6), our TEALIG grants (page 7), and our 4th annual Technology Symposium (page 13). To help you prepare for your summer writing, consider joining our weekly writing group or spring book proposal group.

If you haven't yet attended our Alternative Spring Break program (page 3), participated in our Faculty and Professional Learning Communities (page 13), or attended

our Hybrid Course Design Institute (page 4), we hope you'll join us this spring and summer for those events as well.

Also, don't miss out on some of our new offerings this spring: two opportunities to experience a Massive Open Online Course (MOOC) with your colleagues (page 3) as well as several new workshops on integrating technology into your teaching.

Lastly, don't forget to stop by and meet our new Program Coordinator, Rebecca Kmiec (page 14) who joins us from a position in Disability Services. We're thrilled to have Rebecca as part of our team at the CTSE!

Have a wonderful semester and we hope to see you at one (or several) of our events this semester!

The CTSE: An Expanded Mission, Vision, and a New Name

As the Center for Teaching Excellence (CTE) has grown to meet the professional development needs of our faculty, we worked with constituents from around the university to develop an expanded mission (page 2) and new name for the CTE. Starting in January 2014, the CTE will become The Center for Teaching & Scholarly Excellence

(CTSE). The CTSE staff members have worked for the past several months with faculty, staff and administrators to ensure that the new name and revised mission reflect the work the CTSE is currently doing, as well as creating a program vision for the future.

We would like to thank everyone who provided us with feedback during the revision process. We continue to welcome your feedback on these changes! Also keep a lookout for our new website—coming soon!

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CTE by the Numbers

Fall 2013

- During the fall semester, 326 messages of thanks from students were sent to professors via our Thank-a-Prof program.
- The TEALIG review committee funded 4 faculty TEALIGs (see page 7 for more details)
- This academic year, 27 people attended a CDI; 12 of whom were outside guests!

MISSION

The Center for Teaching and Scholarly Excellence (CTSE) provides leadership for the professional development of members of the Suffolk community as teacher-scholars, administrators, mentors and leaders in three inter-connected areas:

1. Cultivating outcomes-based, student-centered learning through best practices and innovative teaching;
2. Strategically integrating teaching, learning, and technology; and
3. Fostering scholarly productivity and collaboration.

VISION

The CTSE will provide a supportive space to cultivate communities, conversations, and collaborations within and across disciplines and colleges that simultaneously advance individual and group professional development opportunities while increasing the success of Suffolk's students.

METHODS

The CTSE engages members of the Suffolk community in diverse and effective professional development experiences in anticipation of and in response to faculty needs, institutional goals, and changing higher education trends through the following programs, services, and initiatives:

- Collaborative consultations with faculty on innovative approaches to strengthen and improve teaching, research/scholarship, creative endeavors, service, and leadership practices;
- Dissemination and networking opportunities for the sharing of effective teaching and scholarly practices among individuals, academic departments, the three colleges, and the higher education community;
- Funding and grant opportunities to encourage innovation in teaching, learning, and scholarship; and
- Ongoing assessment of our own effectiveness through multiple sources and kinds of evidence to improve and shape the future work of the CTSE.

VALUES

Collaboration: providing a space where collaborations are developed, cultivated, and encouraged within and across disciplines and colleges.

Community: fostering a sense of community for Suffolk's teacher-scholars that promotes professional development and the sharing of best practices.

Innovation: supporting faculty in the cultivation of engaged student-centered learning through innovative, creative, and scholarly teaching.

Integration: promoting the integration of teaching, research, and technology for improved efficiency, enhanced learning outcomes, and increased productivity.

Learner and Learning-Centered: encouraging student-centered approaches as well as life-long learning and professional development experiences for teacher-scholars at all career stages.

Research-Based Practice: endorsing scholarly teaching and assessment, the use of proven best practices and rigorous methodologies in research, and the habit of informed decision-making for campus leaders.

MOOC Learning Groups



Want to know what the MOOC trend is all about? The CTSE staff will be enrolling in two massive open online courses, also known as: MOOCs and we would like you to join us!

CTSE facilitators are registering for each MOOC and will host weekly get-togethers for participants to meet for learning support, content discussion and team application of assignments. Below are details on the open courses, how to register and when CTSE facilitators will meet face-to-face with their group.

Introduction to Learning Technologies - Wednesdays at 4PM for 13 weeks

Course opens the 21st, so we will start Wednesday, January 22nd

This course is designed for faculty, instructors or teachers who wish to learn more about effective uses of learning technologies. Participants will explore pedagogically-informed use of blogs, podcasts, social bookmarking and a host of other tools, in addition to considering the implications of copyright and Creative Commons, digital citizenship and digital literacy for their teaching practice.

Facilitator: Sarah Smith, Instructional Designer, CTSE

RSVP: email ctse@suffolk.edu and register for the course here: <http://words.usask.ca/learning-tech/>

History and Future of (Mostly) Higher Education - Tuesdays at 4PM for 6 weeks

Course opens Jan 27, so we will start Tuesday, January 28th

In this course we will learn about the features of higher education that were designed specifically to prepare workers and leaders for the Industrial Age, and we'll strategize ways that, together, we can change learning--inside of school and out--for the world we live in now --and even to help improve our world.

Facilitator: Katie Linder, Director, CTSE

RSVP: email ctse@suffolk.edu and register for the course here: <https://www.coursera.org/course/highered>

The Introduction to Learning Technologies runs for twice the length of the History and Future of Higher Education, but weekly workloads won't differ much, so we suggest you pick the topic that interests you most. This is a great opportunity to experience a MOOC with the support of your peers.

Alternative Spring Break for Faculty

Over Spring Break 2013 the CTSE 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.

The overwhelming positive feedback from participants has resulted another Alternative Spring Break for faculty during Spring 2014. This year's event will be held on the **11th and 12th of March from 9am-4pm. The location is the Poetry Center.** Topics that will be covered include: Qualitative Research Methods, Grant Writing 101, and SPSS Basics.

To **RSVP** for this event, please email Rebecca Kmiec at rkmiec@suffolk.edu.

What did last year's 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."

Upcoming Events:

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

JANUARY

1/16 — Writing Group Kick-Off
12:00pm-1:00pm

1/21 — SPSS Basics Workshop
11:00am-1:00pm

1/22 — TEALIG Information Session
1:00pm-2:30pm

1/24 — Writing Lockdown
9:00am-4:00pm (lunch is provided)

1/24 — STEM faculty speaking event
2:00pm-3:00pm

1/27 — Part time Lecturer Meet & Greet
5:30pm-6:30pm

1/28 — Part time Lecturer Meet & Greet
8:30am-9:30am

FEBRUARY

2/4 — Making Research Meaningful
10:00am-11:30am

2/11 — Writing Effective Course Goals and Learning Objectives
10:00-11:30am

2/13 — Video best Practices
10:00-11:30am

2/13 — Part Time Lecturer Book Group
6:00pm

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

The Hybrid Course Design Institute

Over Summer 2013 the CTSE offered two opportunities for faculty to complete the Hybrid Course Design Institute (HCDI) - a program that was piloted in spring 2013 and subsequently underwent extensive revision based on the feedback received from the participants in the pilot. Already, over 30 faculty and staff have been trained in hybrid course design. 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 (10:00am to 12:00pm) covers different elements of hybrid course design, including:

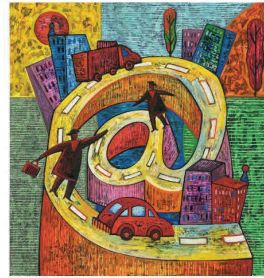
- Week 1: Fundamentals of Hybrid Teaching and Learning
- Week 2: Hybrid Course Mapping
- Week 3: Creating Social Presence in Hybrid Courses
- Week 4: Designing Hybrid Assessments
- Week 5: Implementing Your Hybrid Course
- Week 6: Participant Showcase of Hybrid Designs

And the afternoon session (1:00pm-3:00pm) 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 CTSE will continue to offer the HCDI as a summer program. Keep an eye on your email because the 2014 HCDI Summer Sessions will open for registration soon!

Center for Teaching & Scholarly 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 CTSE 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 3, 10, 17, 24, July 1 & 8
Summer 2014 II: July 9, 16, 23, 30, Aug. 6 & 13

For more information on upcoming Hybrid Course Design Institutes or to register, call CTSE at 617-573-9222 or email Rebecca Kmiec (rkmiec@suffolk.edu)

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.



What do participants say about the HCDI?

"I think the technology discussions brought me to the point of beginning to appreciate how useful technology can be in assisting learning."

"My survey would indicate that I am a lot less concerned about covering all of 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."

"[The HCDI has helped 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."

Reflections on Teaching a Hybrid Course

I put off changing my traditional course in applied statistics (STATS250) to a flipped, hybrid format for a long time. I justified my procrastination by telling myself that the traditional format was working out just fine for me – why change it? The time commitment, the risk of failure, and the ‘unknown’ scared me too. But deep down I knew that a flipped, hybrid format made sense for a course like STATS250. Other events occurred (like the new strategic plan, a new president, and the completion of my textbook) that left me with no more excuses; so I finally offered my first flipped, hybrid STATS250 course in January 2013.

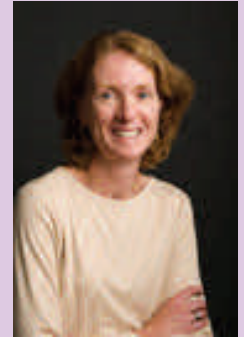
So, how did the hybrid experience pan out for me? In the end, I was so glad that I took the plunge, but as you might expect, it was not always smooth sailing. During that spring semester, I kept a journal and here are some of my reflections.

Rethinking Course Design. One of the first things I did was to revamp the STATS250 syllabus which entailed a reexamination of the course goals and objectives. The revised syllabus was also more detailed in the sense that it explicitly stated what was to be completed both inside and outside the classroom for each week. Once the syllabus was done, I created a series of videos that captured the most important aspects of the course content, implemented online assignments to meet the goals and objectives, and developed in-class assignments for the face-to-face meetings. At a minimum, I suggest another set of experienced eyes on your syllabus. Even if you are not planning on offering a hybrid course, consider attending the Course Design Institute offered by the CTSE.

Acquiring New Technological Skills. I think that one of the misperceptions about offering a hybrid course is that you have to be very tech savvy. Prior to teaching my hybrid course, I used Blackboard to post course content and grades, make announcements, and send emails. Most of you probably use these functions now. I now use Blackboard in two other capacities. First, as mentioned above, I posted videos to the Blackboard site. When creating the videos, I found that my best resources

ALISON KELLY is a Professor in the Economics Department where she teaches courses on Consumer and Financial Economics, the Economics of Regulation, Applied Statistics, and Applied Statistical Methods.

Alison has also completed the CTSE’s Course Design Institute and Hybrid Course Design Institute.



were other instructors who had already done this; all of them were more than happy to tell me what worked and what did not work. I also paired my course in Blackboard with McGraw-Hill’s Connect – an online homework management system. The main benefit in doing this is that students access all class materials through Blackboard rather than multiple sites. I should mention that I also tried to conduct two online forums (one on content and the other on technology) using Blackboard’s Discussion Board; for whatever reasons, these were not effective.

Creating a More Active Learning Environment. When re-designing STATS250, I knew that I wanted to transition from a lecture-based format to a more student-centered, active learning environment. Prior to each face-to-face meeting, I asked students to read the relevant sections of the text, watch the weekly video, and complete a LearnSmart assignment (a part of Connect that tests a student’s understanding of general concepts). In class, we reviewed the material and solved homework exercises and case studies. Within five days of each class meeting, students were required to submit another online homework assignment. I was surprised at how well students responded to this format.

Jonathan Haughton and I are in the process of comparing student performance under the traditional and hybrid formats. Initial results suggest that students are doing no worse in the hybrid format. We will keep you posted.

Are You Interested in an Evening CDI?

The CTSE is considering offering an evening version of the Course Design Institute. If you are at all interested in this option, please email Rebecca Kmiec (rkmiec@suffolk.edu) to express your interest.

Center for Teaching & Scholarly Excellence Course Design Institutes

The Center for Teaching & Scholarly Excellence
is pleased to offer our ever-popular
Course Design Institute



We ask that each participant commit to attending all four sessions, so please carefully consider your availability before registering.

Registration closes at 10 participants.

Upcoming Institutes:

Spring 2014: March 10-13 (10am-3pm)

Summer 2014: May 27-30 (10am-3pm)

For more information on upcoming Course Design Institutes
or to register, call CTSE at 617-573-8222
or email Rebecca Kmiec (rkmiec@suffolk.edu)

Each Course Design Institute participant receives:

- ◆ A focused format for accomplishing course design in four five-hour sessions
- ◆ The tools, the time, and the collegial support to dig in and design or re-design any course
- ◆ The chance to interact with a diverse group of colleagues from across our university, allowing you to share your own ideas about teaching and gather new ideas from your peers
- ◆ A full set of course design materials that can be used to (re)design your courses during and after the institute
- ◆ A week of delicious lunches with your colleagues

Teaching and Learning Innovation Grants

Upcoming Events:

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

FEBRUARY (continued)

2/14 — Writing Lockdown
9:00am-4:00pm (lunch is provided)

2/15 — TEALIG Submission Deadline

2/21 — Flipping the Classroom
9:00am-12:00pm

MARCH

3/7 — Writing Lockdown
9:00am-4:00pm (lunch is provided)

3/10-3/17 — Course Design Institute
10:00am-3:00pm (lunch is provided)

3/11 & 3/12 — Alternative Spring Break for Faculty
9:00am-4:00pm (lunch is provided)
Location: Poetry Center

3/14 — TEALIG awardees notified

3/24 — Thank-a-Prof launch

3/27 — Hybrid 101
1:00pm-2:30pm

APRIL

4/9 — Bring Out Your Dead
1:00-2:30pm

4/11 — Flipping the Classroom
1:00pm-4:00pm

4/15 — Social Presence
1:00pm-2:30pm

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

The CTSE 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:

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

Please submit all applications to Katie Linder (klinder@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 Fall 2013 TEALIG awardees:

Lisa Coyne (CAS) & Timothy Poynton (CAS): Improving Student Outcomes through Harnessing Evidence-Based Self-Change Principles

Mark Blodgett (SBS): Teaching Applied Ethics Across the University Curriculum: A Student Project Template for “Doing Good and Making a Profit”

Kathleen Engel (SLS): Teaching Students How to do Scholarship and Facilitating Faculty-Student Collaborative Scholarship

Tryan McMickens (CAS): Southeast Asian American Undergraduate Achievement in Higher Education

TEALIG Information Session—Wednesday 22 January 2014, 1-2:30pm

Each funding cycle for these grants is becoming more and more competitive. With that in mind, if you are considering applying for a TEALIG, you are strongly encouraged to attend the information we will be hosting in January.

Writing Group

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

During the academic year, the CTSE 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, and celebrate successes. The **Spring 2014 regular meetings will be held 12:00pm -1:00pm every Thursday.**

Please RSVP to Rebecca Kmiec at ctse@suffolk.edu

The CTSE is in the process of purchasing books for our Lending Library that focus on research generally, and research methods, more specifically. Some of these books include:

Research Methods: The Basics (2011)
Nicholas Walliman

Methods in Education Research: The Basics (2006)
Marguerite Lodico, Dean Spaulding, and Katherine Voegtle

The Craft of Research (2008)
Wayne Booth, Greg Colomb, and Joseph Williams

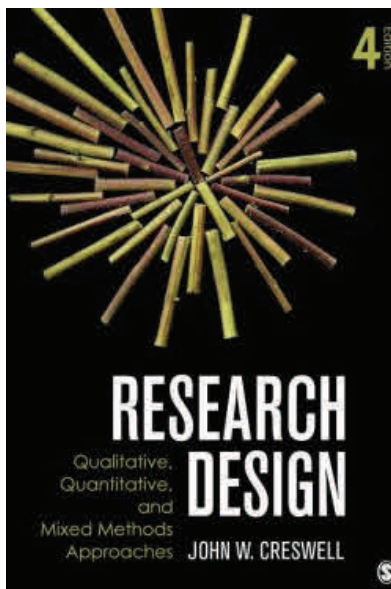
The Only Grant-Writing Book You'll Ever Need: Top Grant Writers and Grant Givers Share Their Secrets (2009)
Ellen Karsh and Arlen Sue Fox

Grant Seeking in Higher Education: Strategies and Tools for College Faculty (2012)
Mary Licklider

Grant Writing 101: Everything You Need to Start Raising Funds Today (2010)
Victoria Johnson

(more information about the Lending Library on page 7)

Book Review: Research Design: Qualitative, Quantitative, and Mixed Methods Approaches



John Creswell's book provides an introduction to mixed methods research. The essential goal of mixed methods research is to tackle a given research question from any relevant angle, making use of previous research and/or more than one type of investigative perspective.

Sometimes referred to as mixed methodology, multiple methodology or multi-methodology research, mixed methods research offers researchers the best of both worlds: the in-depth, contextualized, and

often more time-consuming insights of qualitative research coupled with the predictive power of quantitative research. These approaches are far more comprehensive than attacking a problem from only one point of view and, with the emergence of strategies and tools for blending these different types of data, allow for the crossing of disciplinary boundaries.

Research Design is divided into two parts. Part I includes four chapters that help the researcher think about their approach to research, the importance and role of a comprehensive review of the literature and the use of theory in methods selection. Part II is dedicated to the development of a research proposal and includes clear direction in how to craft an introduction, develop a purpose statement, and write research questions and/or hypotheses. Part II also includes content dedicated to quantitative methods, qualitative methods and finally mixed methods.

The book is rich with examples and checklists. *Research Design* is a great

starting point for anyone who hasn't taken a research methods class, or for those who need a refresher. Applying the content in the book to a research idea will result in a comprehensive research proposal.

Dr. Creswell's website includes an on-line lecture that serves as an orientation to mixed methods research <http://johnwcreswell.com/>

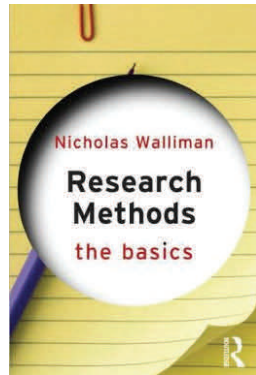


Review written by
Mary Pat Wohlford
Director, Office of Research &
Sponsored Programs

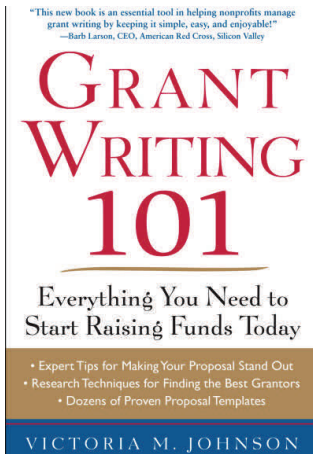
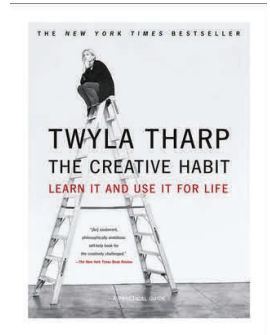
CTE Lending Library: New Books

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

Research Methods: The Basics
Nicholas Walliman (2011)



The Creative Habit: Learn It and Use it For Life
Twyla Tharp (2006)

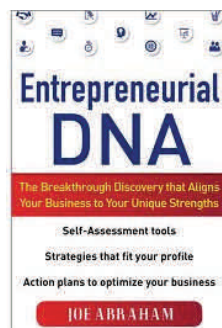


Grant Writing 101: Everything You Need to Start Raising Funds Today
Victoria Johnson (2010)

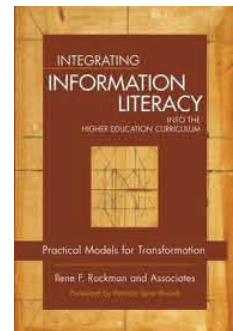


Building Cultural Competence: Innovative Activities and Models
Kate Berardo; Darla Deardorff, and Fons Trompenaars (2012)

Entrepreneurial DNA
Joe Abraham (2011)



Integrating Information Literacy into the Higher Education Curriculum
Ilene Rockman and Associates (2004)



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 CTSE staff member. Before leaving the library, please bring the book(s) to either Katie Linder (office #1294C), Sarah Smith (office #1283), Danny Fontaine-Rainen (office #1280), or Rebecca Kmiec (office #1285) 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.

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If no one is around to collect your books, please leave them on the CTSE 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 ctse@suffolk.edu.

More recently the CTSE 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 CTSE staff member. All videos are stored in the CTSE 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 #1283), Danny Fontaine-Rainen (office #1280), or Rebecca Kmiec (office #1285) as we need to check out the video(s) using our automated issuing system.

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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 ctse@suffolk.edu.

Work with a CTSE Staff Consultant

Upcoming Events:

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

APRIL (continued)

4/17 — Part Time Lecturer Book Group
6:00pm

4/25 — Writing Lockdown
9:00am-4:00pm (lunch is provided)

4/28—5/2 — Grading Daze
9:00am-4:00pm (snacks provided)

MAY

5/12 — Sensory Disabilities Institute
10:00am-2:00pm (lunch is provided)

5/16 — Writing Lockdown
9:00am-4:00pm (lunch is provided)

5/22 & 5/23 — Technology Symposium
Law School

5/27-5/30 — Course Design Institute
10:00am-3:00pm (lunch is provided)

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

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. Instructors work one-on-one with a CTSE 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 CTSE 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 Rebecca Kmiec (rkmiec@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 CTSE 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 CTSE 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 CTSE office at 617-573-8222 or email rkmiec@suffolk.edu by **Friday the 14th of February, 2014.**

Instructional Design Support for Hybrid & Online

Are you teaching a hybrid or online course? As the CTSE's Instructional Designer, I can provide support and resources to help you succeed with **HYBRID** and **ONLINE** teaching at Suffolk University:

Consultations	Individual consultations assist with transitioning to the hybrid or online modality with a focus on active learning. You can also meet with me to learn more about integrating new technologies into your course.
HCDI	The Hybrid Course Design Institute is a six-week summer training program that includes face-to-face and online activities that simulate the experience of taking a hybrid course. All while you design your hybrid course!
OCDI	The Online Course Design Institute is an online training program currently under development. Let me know if you are interested in participating in the Summer 2014 pilot.
Lending Library	We have several books geared directly toward hybrid and online teaching and learning. Some topics include: student engagement, integration of technology, and effective online teaching. You can borrow these books for 3 weeks.

If any of these resources interest you, or if you have questions about hybrid or online teaching and learning at Suffolk University, please contact me at: sarah.a.smith@suffolk.edu or 617-557-1572.

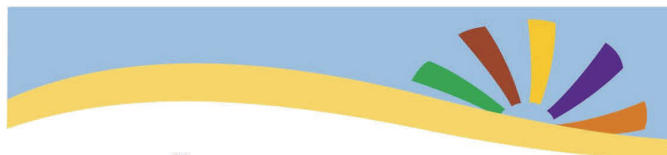
Best, *Sarah*

Fall Luncheon Speaker: Dr. Saundra McGuire

On Tuesday the 1st of October, 2013, the CTSE hosted Dr. Saundra McGuire as the Fall Luncheon speaker. Dr. McGuire spent the day on campus with the Suffolk community offering two student workshops and one faculty luncheon on Brain-Based Learning and Metacognition.

Drawing on her rich educational experiences and her wealth of useful activities to engage her audiences, Dr. McGuire presented data, research, and her own experiences to urge faculty and students to see that how well you do on a test is not indicative of how smart you are, but rather reflective of your behavior—particularly your study behavior.

According to Dr. McGuire and much research in cognitive science, the real key for student *learning* (and not simply studying to pass a test) is metacognition: students need to spend time on task at appropriate cognitive levels. To help students with this, faculty need to: 1) Present students with the big picture of whatever it is they are being taught. Students need this bigger picture before they are able to delve into the finer details of understanding. Faculty must give students this big picture framework; they do not simply know this. 2) Focus on active (rather than passive) learning in our



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!

21st 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



classes; if students are taught using active strategies, they learn more (and, by definition, they retain what they learn for longer), and 3) We need to constantly encourage our students to think about thinking; students can *truly* learn when they know how they learn best.



4th Annual Technology Symposium—Save the Date!

The fourth annual Technology Symposium hosted by The Office of the Provost, Information Technology Services, and the CTSE will take place on **Thursday the 23rd and Friday the 24th of May, 2014**. The theme of the symposium is: *Today's Innovations, Tomorrow's Disruptions* and will focus on topics such as:

- ⇒ The future of classroom and academic technologies
- ⇒ How today's technologies influence student learning in and out of the classroom
- ⇒ How to design and deliver high quality technology-enhanced, hybrid, blended, and online learning experiences for students
- ⇒ The effects of hybrid, blended, and online teaching on student learning
- ⇒ Helping students learn with /despite new technologies

We welcome all proposals, however, priority for acceptance to this symposium will be given to presentations that demonstrate a connection to the conference theme. Collaborative presentations that can present data about student learning are particularly encouraged.

Watch your campus email for further information—including the Call for Proposals, and information on how to register for this event! In the meantime, if you have any questions about the Technology Symposium, please email Sarah Smith at sarah.a.smith@suffolk.edu.

Faculty and Professional Learning Communities (FPLCs): We're looking for Facilitators and Participants for AY2014-2015!

Due to a generous grant from the Davis Educational Foundation established by Stanton and Emily David after Mr. Davis' retirement as chairman of Shaw's Supermarket, Inc., the CTSE is pleased to host Faculty and Professional Learning Communities (FPLCs). FPLCs are groups of 8-10 faculty members and administrators who come together to learn about a teaching and learning topic in the fall semester and then implement what they've learned through a classroom research project in the spring.

During Spring 2014 we are going to be looking for facilitators and participants for our 2014-2015 learning communities as we prepare for year two of this program. In 2014-2015 there will be three FPLCs with each group receiving \$10,000 budget for the year to collaboratively spend in support of their pedagogical and curricular goals.



We hope you'll join us!

If you are interested in facilitating and/or joining an FPLC for next academic year, watch your campus email for further information in early February including how to apply to be a facilitator and how to sign-up to be an FPLC member. In the meantime, if you have questions about the FPLC program, please email Katie Linder at klinder@suffolk.edu.

Welcome, Rebecca!

Introducing Rebecca Kmiec, Senior Program Coordinator

This past October Rebecca joined the CTSE as our Senior Program Coordinator. Prior to joining the CTSE Rebecca worked in the Office of Disability Services at Suffolk from 2009-2013, coordinating services and programs for students with disabilities.

Before working at Suffolk, Rebecca worked as an Editorial Assistant for Ebsco Publishing, a company that provides online database products for libraries worldwide.

Rebecca graduated from Suffolk University in 2007 with a degree in Communication and Journalism. She earned her M. Ed in Administration of Higher Education from Suffolk University in 2013.

Rebecca was born and raised in Ipswich, Massachusetts. She currently resides in Wilmington with her fiancé, Sean.



Rebecca's Contact Information:

Phone: 617.573.8222

Email: rkmiec@suffolk.edu

Office: #1285

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

June

6/3, 6/10, 6/17, 6/24 & 7/1, 7/8—Hybrid Course Design Institute I
(lunch is provided)
Location: TBD

6/21-6/24 — Course Design Institute
10:00am-3:00pm (lunch is provided)

JULY

7/9, 7/16, 7/23, 7/30 & 8/6, 8/13—Hybrid Course Design Institute II lunch is provided)
Location: TBD

(for more information on the Hybrid Course Design Institute, see page 4 of this newsletter)

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

Meet the rest of the CTSE Team

Along with our expanded Mission and Vision, the CTSE has expanded, physically, too. Below are the contact details, including office locations, for the rest of the CTSE team:



Katie Linder
Director

Phone: 617.725.4170

Email:

klinder@suffolk.edu

Office #: 1294C



Danny Fontaine-Rainen
Assistant Director

Phone: 617.725.4137

Email:

dfontaine@suffolk.edu

Office #: 1280



Sarah Smith
Instructional Designer

Phone: 617.557.1572

Email:

sarah.a.smith@suffolk.edu

Office #: 1283

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 & Scholarship Matters. We also welcome any suggestions that you may have to make this newsletter more valuable to your teaching or your scholarship.

Professor Profile: Nicole Friederichs

Tell us a little about the courses you currently teach.

I teach the Law School's Indian Law and Indigenous Peoples Clinic, which supports tribes and indigenous communities in their nation-building activities and advocacy efforts, while providing law students with an opportunity to develop their lawyering skills by representing a tribal government or organization. This semester, I'm also teaching "Indigenous Peoples Rights in the United States", a doctrinal law class which studies not only federal Indian law but also international human rights law as it applies to indigenous peoples.

How do you show students how to apply what they learn in the classroom to their lives and work outside of it?

The wonderful thing about a clinic is often what a student is learning in the classroom they're also utilizing in their interactions and work with their clients. In an effort to reinforce a particular point I'm teaching in class, I'll refer to particular project or case that a current student is working on and sometimes ask them to further elaborate. We also perform several simulations in class of different basic lawyering skills, such as interviewing and counseling. The fact-patterns for the simulations are drawn from actual federal Indian law cases and as a result we're not only able to practice skills in the classroom but also discuss how those cases actually played out.

Where do you find new ideas for teaching?

My colleagues in the Clinical Department are a great resource for new teaching ideas, especially when it comes to teaching lawyering skills that we all cover in our various clinics, such as client interviewing and counseling, cultural competency and negotiation. In addition to meeting informally to discuss how to teach a particular skill, another resource we as Suffolk clinicians have are outlines of model classes that each of us developed and share with each other. I also look to my students for feedback on what's working and what isn't. For example, after trying a new way of teaching a particular skill, say drafting laws or court rules I'll

NICOLE FRIEDERICHS is

Practitioner-in-Residence at the Law School where she teaches and manages the Indian Law and Indigenous Peoples Clinic. Prior to joining Suffolk, Nicole practiced federal Indian law and international human rights law working on a range of cases, including jurisdictional



cases between Native American tribes and New England states, and indigenous peoples land rights cases before the international and regional human rights bodies. She holds a LLM in Indigenous Peoples Law and Policy from the University of Arizona, J.D. from Suffolk University Law School and is a graduate of Mount Holyoke College.

ask my students what aspects of the exercise or presentation they found useful. Sometimes a student will offer a suggestion for how to fine-tune something that I'll incorporate for next year.

What is one of your favorite teaching moments?

The Clinic does a fair amount of drafting of court rules and laws for tribes. As a result, we spend two classes on the nitty-gritty of drafting and on how to incorporate tribal customary laws into our drafting projects. Before the first drafting class, students analyze and redraft a Massachusetts trial court rule. The rule is one that a former student came across last year and my students and I agreed at the time that because it is so poorly drafted, it would be the perfect rule for future classes to attempt to redraft. The students sent me their redrafts before class, I put them onto a PowerPoint slide and we collectively analyzed why the rule was so poorly drafted and reviewed each other's redrafts. The discussion and engagement during that class was wonderful and the students all seemed to value the exercise. A moment like that when everything in the classroom seems to just click are among my favorites.