

INSIGHTS

INTO TEACHING AND LEARNING AT TCU

TCU

KOEHLER

C E N T E R

FOR TEACHING EXCELLENCE

INSIGHTS

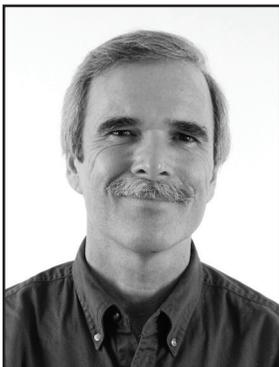
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The Koehler Center

The mission of the William H. Koehler Center for Teaching Excellence is to support teaching and learning at Texas Christian University. The resources and activities of the Koehler Center are focused both on honoring the present needs of instruction and informing the TCU community of the increasing possibilities brought by changing pedagogical theory, innovative practice, and new technologies. The staff of the Koehler Center is dedicated to working with individuals, departments, and programs to design and implement meaningful learning opportunities and to facilitate ongoing, reflective participation in the scholarship of teaching and learning.

Koehler Center Staff



Dr. Jeff King
Director



Romana Hughes
Assistant Director



Kerrie Conover
Senior Instructional Designer
Graphics



Sarah Sze
Instructional Designer
Web



Natasha Faidley
Project Coordinator



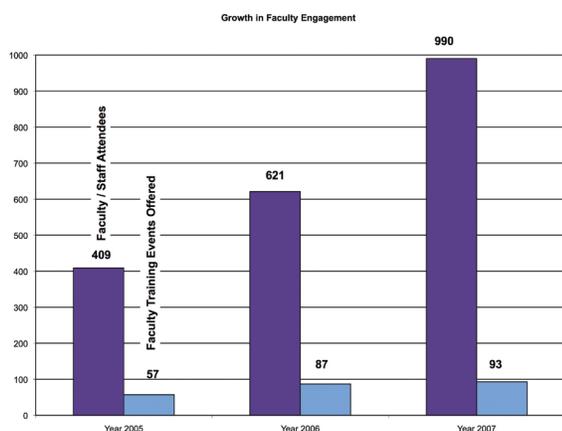
Cecilia Lunt
Administrative Assistant



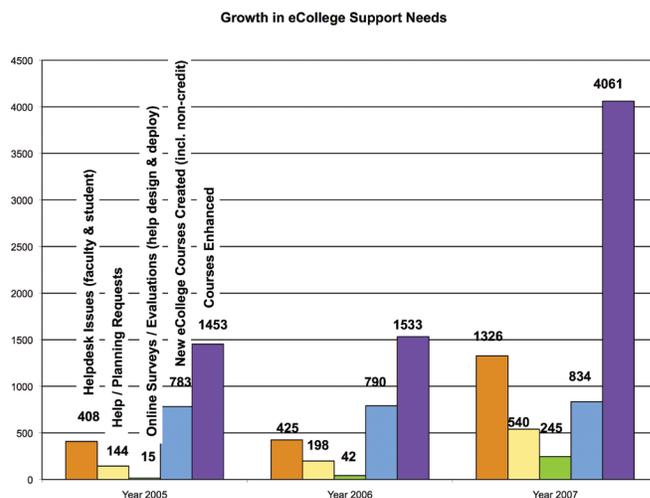
Cathy Vahrenkamp
Temp Admin Assistant

Growth

Continued Growth in Faculty Visits to/ Engagement with Koehler Center Events/ Support

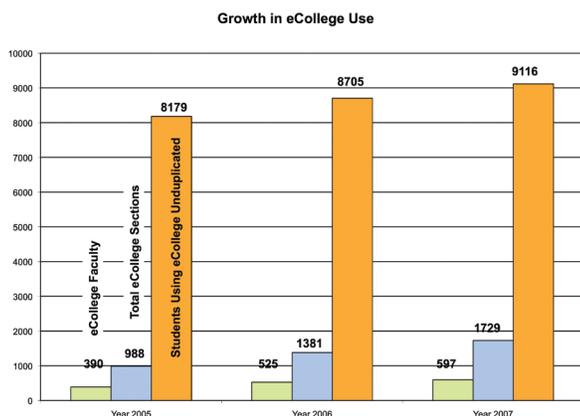


Continued Increase in Koehler Center Staff Support of eCollege



Note: Course enhancements dramatically increased due to faculty adoption of ancillary products like StudyMate and because Online Self-Assessment Tool (OSAT) evaluations resulted in some course redesigns.

Continued Growth in Faculty Use of eCollege (TCU Course Management System)

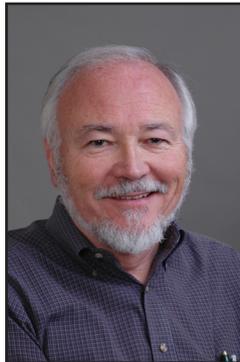


- Continued Increase in Faculty One-to-One Consultations at the Koehler Center for Both Professional Development and for eLearning: 21% Increase from 2006-2007 to 2007-2008 (a large contributing factor was lab space unavailability to do additional workshops, so we offered one-to-one sessions as a stop-gap measure)

Year	Total Number of sections using eCollege (by year)	Number of sections - Spring	Number of sections - Summer	Number of sections - Fall	TCU Faculty & TAs teaching with eCollege (Unduplicated)
2002	162	22	23	117	78
2003	374	152	42	180	130
2004	592	205	71	316	201
2005	988	329	106	532	390
2006	1381	563	142	676	525
2007	1729	699	174	856	597
2008	1984	830	193	961	724

Conversations with John Tagg

John Tagg is well known in higher education circles as the author of *The Learning Paradigm College*. He may be even more renowned as the co-author of “From Teaching to Learning – A New Paradigm for Undergraduate Education,” the oft-cited article from *Change* that, in the more than a dozen years since its publication, many point to as seminal in the modern learning paradigm movement.



As a professor of writing at Palomar College, he is also a colleague within the academy.

The Koehler Center brought John to our campus in October 2007 for a unique opportunity and



experience for TCU faculty and administration as well as college educators from around the area. We also tapped the potential of the LEARN Network to provide an interactive keynote address experience for colleagues at Texas A&M – College Station and Texas A&M – Kingsville.

Held over a Friday afternoon-evening and the following Saturday morning-early afternoon, participants had the opportunity to chat with John informally in a small group session about teaching and learning in college. Following that was John’s keynote address on the topic of the learning paradigm, how we can instill and maintain it, and – most importantly – why doing so is necessary for the health of college education in America. John’s

engaging manner and impeccable logic as he exposed flaws in the prevailing instruction-centered paradigm were powerful prompts for reflecting on the current state of the higher education enterprise. He wielded his wit and encyclopedic knowledge about college teaching and learning to inform and inspire attendees.



The Koehler Center was fortunate to have been able to offer this event to the TCU community and area colleagues.



Conversations
WITH JOHN TAGG

New Faculty Orientation

The Koehler Center worked with the Provost and the Deans during the 2007-2008 Academic Year to revise TCU's new faculty orientation. Beginning in August 2008, new faculty experienced a more academics-focused orientation in our welcome to the TCU community of scholars. In concert with the Provost's interest in promoting the teacher-scholar model among TCU faculty, the new



Also part of the orientation revision was more interaction with Deans, Associate Deans, and Chairs. A student panel was one other new segment which proved very popular for new instructors as well as being very useful in helping them prepare for their first day of class and subsequent interaction with their students.



approach provides more information earlier in new faculty's engagement with our campus, students, and community concerning classroom- and research-related topics and materials.

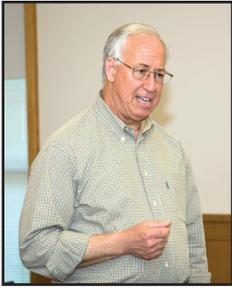


This revision follows on the heels of our January 2008 newly implemented process of providing a CD in our preliminary mail-out to new faculty. On

the CD are all the documents that otherwise would have been given as hard copies to new faculty during orientation. The CD and making the CD's contents available on the Koehler Center web site are not only conveniences for ready access to this information, but they are also part of the Koehler Center's greening initiative launched during 2007-2008.



Professional Portfolio Workshop



Building on the very positive experience and outcomes from last year's Professional Portfolio Workshop, TCU faculty again had the opportunity to work under the mentorship of Dr. Peter Seldin and his associates Drs. Beth Miller and Clement Seldin. A leading expert

in the use of the portfolio as a tool to strengthen an instructor's bid for tenure, the Koehler Center brought Peter, Beth, and Clement back to TCU for a one-week workshop in May.

This year's workshop, though, extended our faculty's use and knowledge of professional portfolios in that three faculty worked under the Seldin-led team's tutelage to become mentors themselves. In the process, Gina Hill, Melanie Harris, and Ranjan Muttiah each mentored two of our faculty. As a result, TCU is well on its way to institutionalizing the process here on our campus.



In all, 13 TCU faculty attended as participants, producing portfolios in the process. In addition, we were fortunate to host Dr. Kayoko Kurita of the National Institution for Academic Degrees and University Evaluation (NIAD-UE) in Japan. Dr. Kurita attended not only as a participant in order to gather



information about launching a portfolio initiative among Japanese universities, but to interact with the Koehler Center to learn of the logistics, marketing, and so forth connected with holding portfolio training. The TCU-Japan connection in regard to portfolios will continue. At the invitation of NIAD-UE, Jeff will represent

TCU and the Koehler Center in speaking to a conference of Japanese faculty and administrators in Tokyo in August 2009 about the challenges and rewards of providing training, mentorship, and support to college faculty as they build their academic professional portfolios.

This valuable workshop was very well received by our faculty. The portfolios produced were outstanding, as were the portfolios produced the previous year, four of which appear as exemplars in Peter and Beth's new Jossey-Bass book about the professional portfolio which will be released this fall.



Teaching & Learning Conversations

During each long semester, the Koehler Center facilitates three Teaching and Learning Conversations. These are informal meetings designed as forums for collegial conversation and sharing about topics of interest to TCU faculty. Topics usually revolve around classroom instructional practice or other aspects of faculty duties and roles. TCU faculty and sometimes colleagues from area institutions and/or other parts of the academy present information as a springboard for discussion at these events.

During the 2007-2008 academic year, the topics for the six Teaching and Learning Conversations were:

- Including an International Component in Your Course
- Learning Differences in the Classroom
- Service Learning
- Self-Videotaping for Teaching Improvement
- Concept Mapping
- Scholarship of Teaching and Learning at TCU



eLearning Boot Camp

Boot camp is a three day workshop that focuses on using various technology tools with your teaching. eCollege, clickers, online study tools, managing your course using technology, online gradebook, using groups are just a few of the items covered during this workshop. Boot Camp has been offered since May 2003 and over 200 faculty have attended this workshop. Regardless if you are a Mac or PC user, eLearning Boot Camp is an extraordinary pedagogy workshop to help enhance teaching and learning in your classroom.

Train the Trainer

June 9 – June 12, 2009 at TCU

Teaching Excellence
Train the Trainer
Conference

The Blended Approach
to Supporting Faculty

June 9, 2009 - June 12, 2009
Texas Christian University
Fort Worth, Texas

TCU
KOEHLER
CENTER
FOR TEACHING EXCELLENCE

For information, go to:
<http://koehlerevents.tcu.edu/>

Professional Development

Technology

Best Practices

CMS Boot Camp

THE TRAIN THE TRAINER

The Koehler Center for Teaching Excellence at Texas Christian University presents The Teaching Excellence Train-the-Trainer Conference June 9 -June 12, 2009. This conference is designed for faculty developers, eLearning support staff, course management support staff and administrators or professionals who are committed to improving the quality of teaching and learning using a Teaching Excellence Model developed and refined over six years in working with hundreds of university faculty across all disciplines.

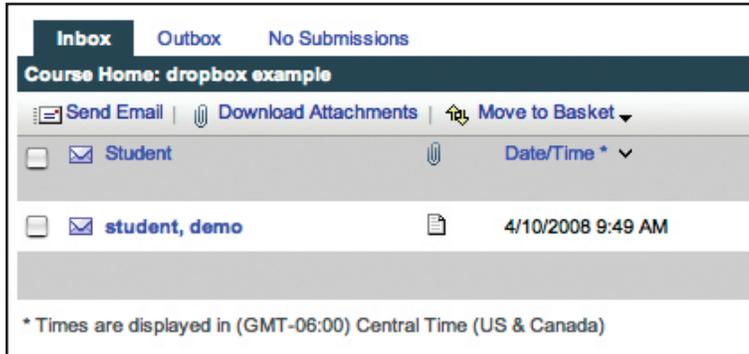
The conference will provide participants with resources and activities focusing both on honoring the present needs of instruction and informing participants of the increasing possibilities brought by changing pedagogical theory, innovative practice, and new technologies. Training format is interactive, experiential, and hands-on.

.NExT: the Next Generation of eCollege

TCU pilots eCollege's newest version, .NExT

Fall 2008 sixteen courses were selected to pilot the new version of eCollege .NExT. eLearning will be migrating more selected courses in spring 09 with the expectation of being fully migrated to .NExT by fall 09. Faculty will be asked to identify courses needing to migrate in early 09.

What does .NExT offer?



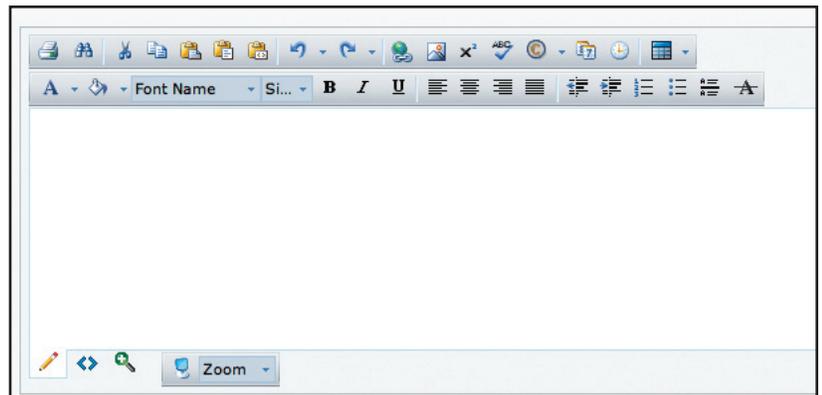
Customization

The eCollege.NExT Style Manager supports the full power and range of Cascading Style Sheets (CSS), an Internet standard that facilitates rich and intricate customization of the user interface. TCU faculty will have greater ability to communicate their brands and differentiate the look and feel of their class.

Flexibility

These features include:

Student Visual Editor – new browser and platform-independent content display controls enable students and instructors to post rich content without needing to know any HTML. Mac Users and PC Users will have the same text editor box.



Globalization

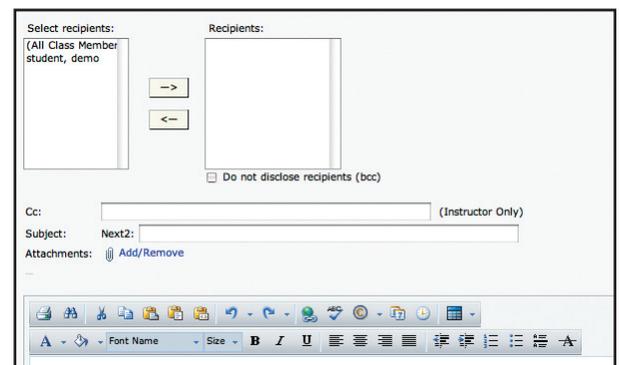
eCollege.NExT will include the following globalization features:

- Student-facing text within a defined portion of the platform can be configured to be displayed in the

Herramientas: Administración del curso | Libro de calificaciones | Correo electrónico | En directo | Intercambio de documentos | Buzón de entregas | Diario | Webliografía | Ayuda

language of the user, the language associated with the program or the language assigned by the instructor.

- Date/time data displayed to the user will be converted into the user's time zone. All data entered by a user will be entered in the user's time zone and properly converted and handled throughout the application.



Projects

It's so easy being green!



In an effort to save costs, paper, and resources, the Koehler Center has gone GREEN.

Our efforts to do this:

- Office-wide Recycling (continuing from Summer 2007)
- Fewer Printed Marketing materials
- All workshop brochures (A small run of brochures will be printed for New Faculty and as resources in our department, cutting printing from 1000+ down to about 150 printed pieces) will now be mailed monthly via email, starting Summer 2008.
- All newsletters will continue to be emailed (since 2005)
- Packets for New Faculty Orientation are no longer printed, other than vital forms and information. All departmental and resource information is supplied on a CD and online instead (since January 2008).
- More information for faculty about Koehler Center will be shared through our websites.
<http://www.cte.tcu.edu>
<http://www.elearning.tcu.edu>

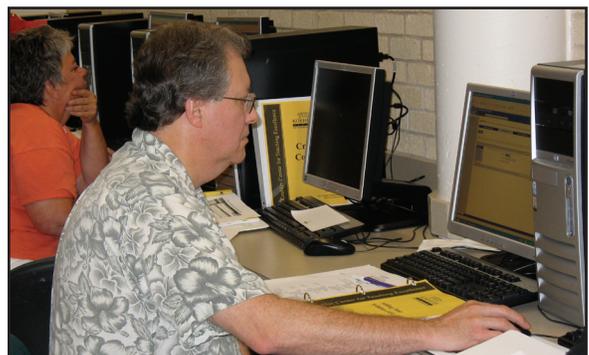
New / Redesigned Workshops

- Teaching Assistant / Graduate Assistant Workshop – redesign based on Associate Dean and Chair Input (Jeff King)
- January New Faculty Orientation – Major Tweaking Based on Dean Input (Jeff King, Romy Hughes, Kerrie Conover, Tasha Faidley)
- Introduction to PowerPoint for PC (Romy Hughes)
- Online Self-Assessment Tool (Romy Hughes)
- Redesign of Beyond the Basics Workshop (Kerrie Conover, Romy Hughes)

- Creative Uses in eCollege (Jeff Borden of eCollege, Romy Hughes)
- Redesigned Turnitin Workshop (Romy Hughes)
- Redesigned CPS Workshop (Romy Hughes)
- PowerPoint and Keynote for Mac (Kerrie Conover)
- Revised: Photoshop 101 (Kerrie Conover)
- Revised: Photoshop 202 (Kerrie Conover)
- Revised: Studymate (Kerrie Conover)

Final Development and Launch of Online Self-Assessment Tool (OSAT): 12 Online Faculty Trained Plus Subsequent Use (12 sections) for Self-Evaluation; 13 Offline Sections Evaluated by Koehler Center for Departmental Use (this has major potential benefit for TCU student learning outcomes measurement & accreditation visit preparations)

- Addition of Program Intelligence Manager (PIM) as an eCollege tracking/assessment tool required training for Koehler Staff and for Initial Departments Beginning Use of the Tool (this has major potential benefit for TCU student learning outcomes measurement & accreditation visit preparations)
- Partnered with eCollege to design/develop Learning Outcomes Manager (LOM), serving as primary educational partner in creation and build (project ongoing into 2008-2009 and beyond; this has major potential benefit for TCU student learning outcomes measurement & accreditation visit preparations)
- Designed and developed intervention for measurement and improvement of student learning outcomes in freshman introductory courses, which includes online faculty community of practice and training in teaching strategies to prompt deep learning & study strategies among students; applied for grant funding to support the project (application pending at a major foundations; this project holds significant potential benefit for TCU student learning outcomes measurement and accreditation visit preparations).



Grants

Koehler Center Grant Applications in Process:

“Training Faculty How to Teach Generation M College Students How to Learn,” \$150K, Lumina Foundation

“Audience Response System Case Story Theme Leader/Administrator,” \$3K, Multimedia Educational Resource for Learning and Online Teaching (MERLOT): Engaging Learners in X (topic or capability) with R (exemplary teaching practice and resources to re-use) Project (ELIXR) via the Texas Faculty Development Network (TFDN)

“Audience Response System Case Story Resource Build,” \$3K, Multimedia Educational Resource for Learning and Online Teaching (MERLOT): Engaging Learners in X (topic or capability) with R (exemplary teaching practice and resources to re-use) Project (ELIXR) via the Texas Faculty Development Network (TFDN)

Attracting internal and external funding to support projects and initiatives designed to advance teaching and learning at TCU is vitally important for the Koehler Center. Such funding can supplement the operational budget in ways that allow for high-impact programs to be designed, researched, and launched at TCU.

Begun during the 2007-2008 academic year was research and application writing for a grant to measure and improve student learning outcomes in TCU freshman introductory classes. The project will create a faculty community of practice for 16 instructors in each long semester across two years and will train and support these faculty in instructional interventions designed to prompt and maintain student use of deep learning strategies (as opposed to surface learning strategies typified by memorize-and-forget approaches to studying and learning).

Across several months’ work vetting the literature and considering how best to structure and operationalize the project, the Koehler Center collaborated with John Tagg (*The Learning Paradigm College*) and Larry Braskamp (long-time Loyola Provost, current Gallup Sr. Research Fellow). The application is currently under consideration at a major foundation.

The Koehler Center was successful in obtaining grant funding this year from the Consortium of College and University Media Centers (CCUMC).

CCUMC 2008 Research Grant

Awarded to TCU August 2008
Amount \$2000.00

Author: Romana Hughes

Purpose: To reduce classroom support helpdesk tickets by 35% in year 2009 by creating online tutorials and frequently-asked-questions website. These online tutorials will also be used as training guides for staff and work study students.

Improving support for faculty in classrooms is a primary goal at TCU. The Center for Instructional Services and the Koehler Center for Teaching Excellence work together to create a user friendly, supportive, education environment to support and train faculty using technology in the face-to-face classroom and fully online. Over the past seven years, TCU has gone through massive construction phases adding buildings with classrooms. With the growth across campus, added responsibility and areas of support, both CIS and Koehler Center have had minimum increases to support staff.

Both CIS and Koehler Center provide helpdesk for supporting classroom technology and teaching. There has been an overwhelming increase in helpdesk phone calls, emails and training needs. Many helpdesk contacts from faculty are based on lack of training, lack of planning and lack of time preparation. The largest population of helpdesk tickets comes from new faculty. TCU has added 100 new faculty each year since 2006. Often new faculty arrive on campus one to two weeks before classes

begin and do not receive assigned classrooms or gain access to the classroom until the first day of classes. Adjunct faculty often do not have an opportunity to visit their classrooms before classes begin. There are various differences in classroom technology across campus depending on when the technology was placed in the classroom, classroom redesign and replacement of equipment. Faculty can find the differences in the classroom technology overwhelming and frustrating.

As reported in the article, “The Full Cycle of Helpdesk Management”: “Reluctance to push Frequently Asked Questions (FAQs) and other forms of self-help forward where users can encounter them early in their approach for help is a lost opportunity to improve helpdesk service.” To reduce the number helpdesk tickets and to improve our services, in 2007 the Koehler Center produced a weekly reporting solution to track incoming helpdesk issues to identify issues that could be resolved with online tutorials and FAQs.

Based on helpdesk tracking, two areas were identified which produced a high volume of helpdesk calls: TCU’s Course Management Platform and the online gradebook setup.

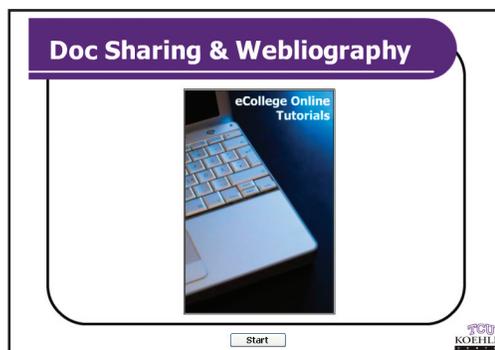
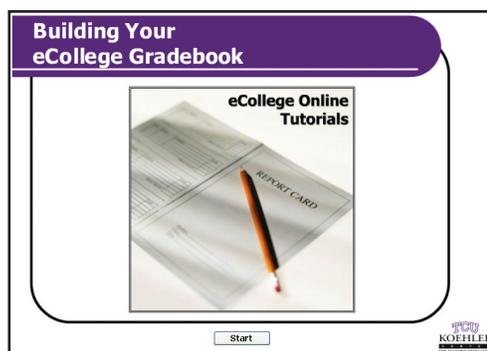
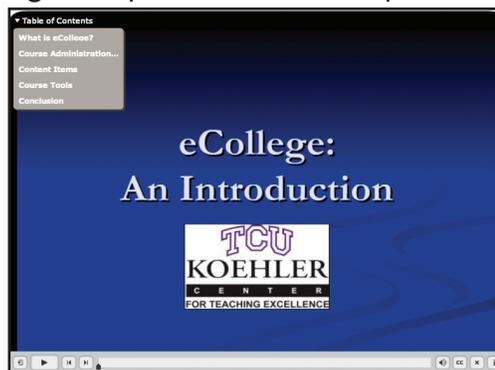
Using both Captivate and Camtasia production tools, Koehler staff in late 2007 created online tutorials for the two areas identified by helpdesk tracking. In January 2008, these tutorials were posted on our website. The eCollege demonstration tutorial includes audio, video and closed captioning. The gradebook tutorial does not include audio.

These two online pilots reduced our helpdesk tickets and one-to-one training sessions from 405 in January 2007 to 255 in January 2008. The online tutorials reduced our help logs for these two areas by 59%.

Below is a chart of website hits in January 2008. Notice item 3 is our resources page. There were 1337 hits in January 2008. Our resource page is our site for our online tutorials.

Top Pages					
	Pages	Views	% of Total Views	Visits	Avg. Time Viewed
1	eLearning at Texas Christian University http://www.elearning.tcu.edu/	3,235	17.07%	2,552	00:01:22
2	eLearning at Texas Christian University http://www.elearning.tcu.edu/helpdesk/	1,222	6.44%	1,046	00:01:06
3	eLearning at Texas Christian University http://www.elearning.tcu.edu/resources/	1,337	7.05%	1,005	00:00:44
4	eLearning at Texas Christian University http://www.elearning.tcu.edu/courseshells/	927	4.89%	809	00:00:51

Both pilots were successful. Funding from this grant will provide the opportunity for both Centers to improve faculty support and lessen helpdesk burden by creating online tutorials for faculty to use. This approach minimizes one-to-one help sessions, decreases helpdesk tickets, and improves the quality of our service to faculty. All future online tutorials will utilize audio, video, and closed captioning to help ensure ADA compliance.



Research

Collaboration Project IDA:

Romana Hughes, Jeff King (Texas Christian University) and Mark White (Clarkson College) have collaborated in various capacities since 2006 to develop, implement and pilot this project.

With accreditation and the increasing need for evaluation, accountability, retention, student learning and quality in courses, how will Universities incorporate faculty development to address these items at the classroom level? The Centers for Teaching Excellence at Clarkson College and Texas Christian University have developed a model to work with faculty and programs to improve course quality through measurement of learning outcomes, instructional design review, student and peer evaluations, and course completion rates. The Identify-Diagnose-Adjust (IDA) Model addresses course improvement, faculty development, and student learning outcomes by using technology to evaluate and measure course development. There are four technology tools (PIM, OSAT, LOM, eSPOT) being utilized that help shape IDA.

Identify area

- Assessment of online courses (OSAT Implemented at TCU Spring 2007)
- Data pulled and compared from online courses: completion rates from census to course end, hours students and faculty are in the online course, teaching and learning tools utilized in the online course. (PIM Implemented at TCU Fall 2007)

Diagnose area

- Share results of PIM and OSAT with faculty (Faculty Development)
- Create a Faculty Development Plan (Faculty Development)
- Student evaluations review and discussion (Faculty Development)
- Review student learning outcomes (Faculty Development)

Adjust area

- Training (Faculty Development)
- Instructional Re-design of course layout and navigation (Faculty Development)
- Re-design of course syllabus and course content (Faculty Development)

- Create measurable student learning outcomes using rubrics, course content and evaluation of items in the course (Faculty Development and LOM Pilot Fall 2008)

The mission for IDA is to provide an overall solution for improving teaching by linking the key components of evaluation, faculty development, course design, and teaching style into a global vision of classroom quality and learning.

OSAT – Online Self Assessment Tool

PIM – Program Intelligence Manager

LOM – Learning Outcomes Manager



OTHER RESEARCH

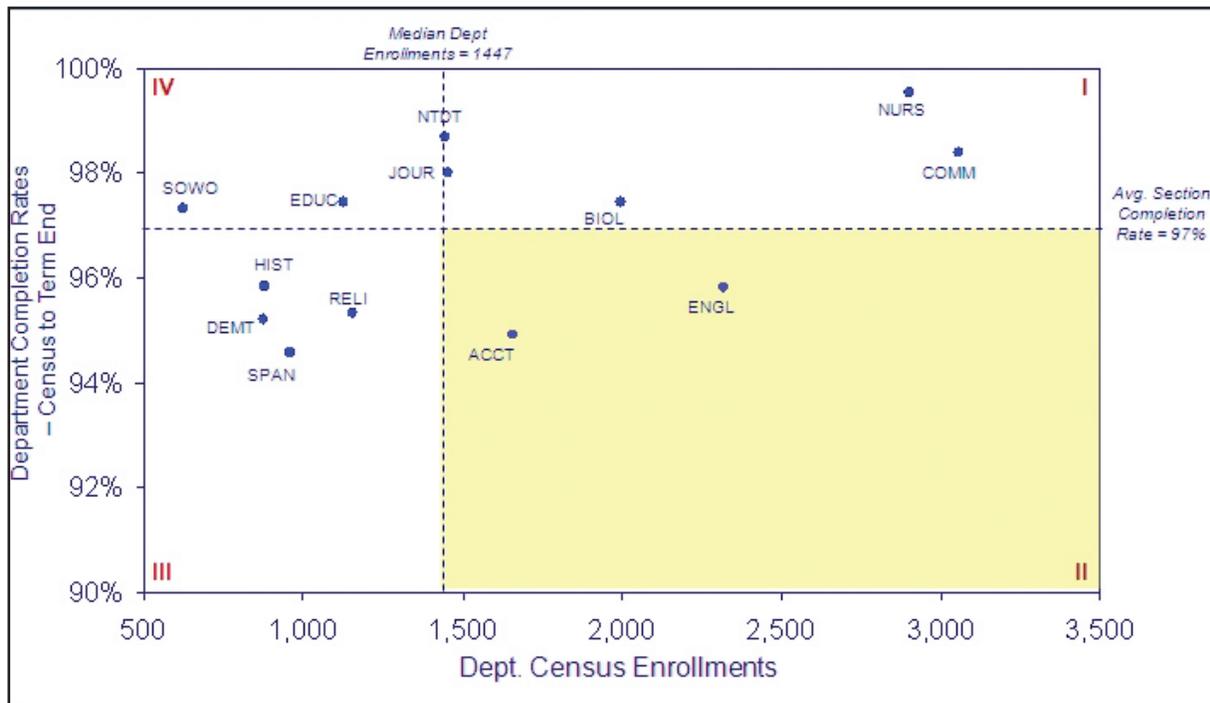
- Research supporting "Measurement and Improvement of Student Learning Outcomes" grant application (neuroscience, education, educational psychology, faculty professional development, student learning components). Journal article-length paper with citations to provide theory and research to support project interventions was produced along with six-page project overview. (Jeff King)
- Supporting Mac Faculty in a PC Environment (Kerrie Conover and Romy Hughes)
- Podcasting or Online Simulation Tools: What Is the Best Learning Tool? (Kerrie Conover and Romy Hughes)
- Decreasing Help Desk Phone Logs and One-to-One Training Using Online Tutorials (Romy Hughes, Wade Couturiaux)
- IDA Project – Identify, Design, and Assess Quality in Online Courses (Romy Hughes, Kerrie Conover, Tasha Fairley)

Program Intelligence Manager

Program Intelligence Manager (PIM) is a new tool in eCollege that provide various reports. Some examples are:

- Historical Completion Rates for eCollege courses:
PIM provides information regarding class completion rates from census date to the end of the semester. The completion rate for face-to-face classes using eCollege averages 97%. The average completion rate for fully online courses using eCollege is 96%. Both are above the national average for completion rates.

- Historical Enrollment Growth for eCollege courses:
The enrollment counts for eCollege courses at TCU continued annual growth for each year
- Faculty and Student Activity
- 2007 Completion Rates vs. Enrollments (eCompanion): In this scatter chart, we're able to view the opportunistic areas. The lines represent the average and median, and the highlighted area presents the area of opportunity. This is all based on a completion rate average of 97%, which is a very strong average.



Did you know . . .

- . . . that TCU has three fully online programs?
Master of Liberal Arts (<http://www.mla.tcu.edu>)
Master of Science in Nursing - Clinical Nurse Specialist (<http://www.chhs.tcu.edu/grad/HSNHome.htm>)
Doctor of Nursing Practice (<http://www.harriscollege.tcu.edu/dnp.asp>)
- In 2007 all fully online courses averaged a class completion rate of 96%
- In 2007 all eCompanions (web-component courses) averaged a class completion rate of 97%
- Historically summer fully online and eCompanion courses average a 99% to 100% class completion rate
- In 2007 the unduplicated number of enrollments in fully online courses was 523
- In 2007 the unduplicated number of enrollments in web-component courses was 36,155
- The average fully online student spends 58 hours in the eCollege classroom
- The average web-component student spends 18 hours in the eCollege classroom

Presentations & Publications

“Being a Good Teacher = Helping Your Students Learn: Surprising Techniques to Help You Teach Well”

By Jeff King

Learning-centered education is a dramatic shift away from many of the commonly used pedagogical approaches in higher education. Even in graduate education, a knowledge of learning-centered instructional practice can significantly enrich teaching and learning. Learn techniques that will mesh with USAWC’s discussion leadership and adult education practices while at the same time tapping the power of learning-centered and brain-compatible strategies and tools.

Presentation: July 2007, Graduate Faculty Orientation, U. S. Army War College, Carlisle, Pennsylvania.

“College Teaching and Learning: Research-Based Practice”

By Jeff King

If the foremost purpose of college teaching is to help students learn (and it is), how does one do this most effectively? While individual learners will always have individual strategies that work for them better/worse than other strategies, there are many instructional practices which greatly improve the odds that more of your students will achieve learning outcomes at higher levels. In this day-long workshop, we’ll engage collaboratively to learn about and experience instructional tools and activities based on constructivism, student motivation characteristics, backwards-design planning, frequent formative assessment, and brain-compatible approaches to teaching and learning.

Presentation: August 2007/January 2008, National Science Foundation Manufacturing and Transportation Technology Education Grant, Faculty Development Consultation & Workshops, Mid-South Community College, West Memphis, Arkansas/ Northwest Arkansas Community College, Bentonville, Arkansas.

“Nurturing Insight to Assessing Online Teaching”

By Romana Hughes

With the increasing need for assessment, accountability and quality within both online and on-campus courses, how do you monitor and adjust? This presentation will showcase a self-assessment tool designed by Clarkson College and adopted by Texas Christian University as their online self assessment tool. Learn about the tool’s development, how it was received by faculty and administration, the challenges, the opportunities and what the future holds for this instrument.

Use this tool to systematically review courses and determine what areas of instructional design could be improved to enable increased student learning. Develop clearer perspective on course design and empower faculty to easily identify areas of strength and weaknesses for future development. And finally, discover how this quick and easy-to-use tool can be adjusted to meet the needs of your institution or faculties.

Presentation at Western Cooperative for Educational Telecommunications Annual Conference; Atlanta, Georgia; November 2007.

“Back to the Future: Essential Elements in Instructional Technology Design”

By Romana Hughes and Larry Kitchens

All too often we get caught up in the latest, flashiest and in some cases, the most expensive technology gadgets that hit the market. Does this technology really support the instructional design models for more effective teaching and learning? What are the essential elements that should guide us as we consider what technology we should implement in the teaching and learning environment?

Conference Presentation, Consortium of College and University Media Centers Annual Conference; Jacksonville, Florida; October 2007.

“Supporting Mac Faculty in a PC world”

By Kerrie Conover and Romana Hughes

The Koehler Center at Texas Christian University began a Mac initiative that would support both Mac and PC faculty equally. TCU’s eLearning department identified six areas of improvement for our Mac users to improve classroom teaching. Over a period of three years, results from follow-up meetings with Mac users found that our Mac users were not fully utilizing their training. Issues our Mac users faced included the fact that our shared training lab was configured to only recognize the PC desktop computers in the lab and would not allow Mac users to plug in, forcing the Mac users to use a PC. Beginning Fall 2006 the Koehler Center implemented the initiatives. We now have a support structure for our Mac users. We found that since our implementation, our workshop enrollments have increased, and our Mac users are utilizing their computers in the classroom in new and unique ways.

Published in the Ed-Media 2007 and E-Learn 2007 Proceedings and CCUMC, The Leader, Volume 35. No. 2, Winter 2007.

Presentation: 13th Annual Sloan Consortium International Conference on Asynchronous Learning Networks; Orlando, Florida; November 2007.

E-Learn 2007 World Conference on E-Learning in Corporate, Government, Healthcare, & Higher Education; Quebec City, Quebec; October 2007.

Ed-Media World Conference on Educational Multimedia, Hypermedia, & Telecommunications; Vancouver, BC; June 2007.

“Teachers’ Planning, Words, and Actions That Create Motivated, High-Achieving Learners”

By Jeff King

Ask professors to name things they could do that would de-motivate students, and most profs have no trouble identifying the obvious. What about not-so-obvious words and actions? For instance, how you praise students has an impact on motivation and subsequent performance – not all kinds of praise are positive – and some research indicates that teacher praise and corrective feedback could account for female under representation in STEM disciplines (sci-tech-engineering-math). Can a professor change students’ beliefs about themselves as learners so all students are motivated learners? If so (and the answer is, “Yes!”), what, specifically, should professors do? Answers here.

Presentation: October 2007, 37th Annual Conference of the International Society to Explore Teaching and Learning, Atlanta, Georgia.

“Meeting the Needs of Tenure vs. Non-Tenure Faculty and Adjunct Faculty”

By Jeff King

The differences between support needs for tenure vs. non-tenure/adjunct faculty can be significant. A Center for Teaching Excellence must be able to support these kinds of faculty equally well. Multiple ways to provide such support for both kinds of instructors will be presented and discussed, along with tools and activities that have been shown to be effective not only for helping faculty fulfill their roles

and duties but also for engendering a sense of belonging and collegiality on campus and within the academy.

Presentation: December 2007, Texas Faculty Development Network Conference, Texas Tech University, Lubbock, Texas.

TCU KOEHLER
FOR TEACHING EXCELLENCE
Texas Christian University, Fort Worth, Texas

Supporting Mac Faculty in a PC World

by Kerrie Conover & Romana Hughes

History

- * eLearning's training only supported PCs (equipment, documentation, etc.)
- * Technology Resources unable to answer help questions
- * Mac users not using technology or attending training due to lack of support and ability to apply technology

Six Initiatives to Improve Support

- * Hire a Mac Power User
- * Create a policy for Cross Platform software purchases
- * Create separate documentation for Mac/PC
- * Establish Cross Platform Wireless Training Lab
- * Create OS specific Workshops
- * Work with Technology Resources to report Mac Issues

Mac 101 Workshop

Basic applications of using a Mac were identified. Attendees were surveyed about their prior knowledge.

Topic	Percentage
Basic Applications	100%
Word Processing	100%
Spreadsheets	100%
Presentations	100%
Internet	100%
File Management	100%
Address Book	100%
Calendar	100%
Mail	100%
Contacts	100%
Reminders	100%
Notes	100%
Maps	100%
Photos	100%
TV	100%
Music	100%
App Store	100%
System Preferences	100%
Keyboard Shortcuts	100%
Accessibility	100%
Security	100%
Networking	100%
Hardware	100%
Software	100%
Troubleshooting	100%
General Mac Knowledge	100%

- * Users who attended Mac 101 100% said they would recommend the workshop to others.
- * 29% strongly agree and 71% agree that this workshop will impact their teaching.

Results and Recommendations

- * ALL solutions for software will be dual platform supported.
- * Relationship with Technology Resources important.
- * More training necessary when delivering new computers to faculty.
- * Mac faculty feel more confident about using their computers and trying new software to enhance their teaching.
- * Mac faculty on campus are now the most assertive to try new things
- * Koehler Center aims to have 100% Mac lab eventually with Parallels to support both platforms
- * Our training is now 2 PC users for every 1 Mac.

“What works best, a podcast or a study tool game in a web-enhanced class?”

By Kerrie Conover and Romana Hughes

Texas Christian University piloted two new technology options for our communications, history and modern languages faculty: podcasting and study tool games (flashcards, hang-man, fill in the blank, matching, and crossword puzzles).

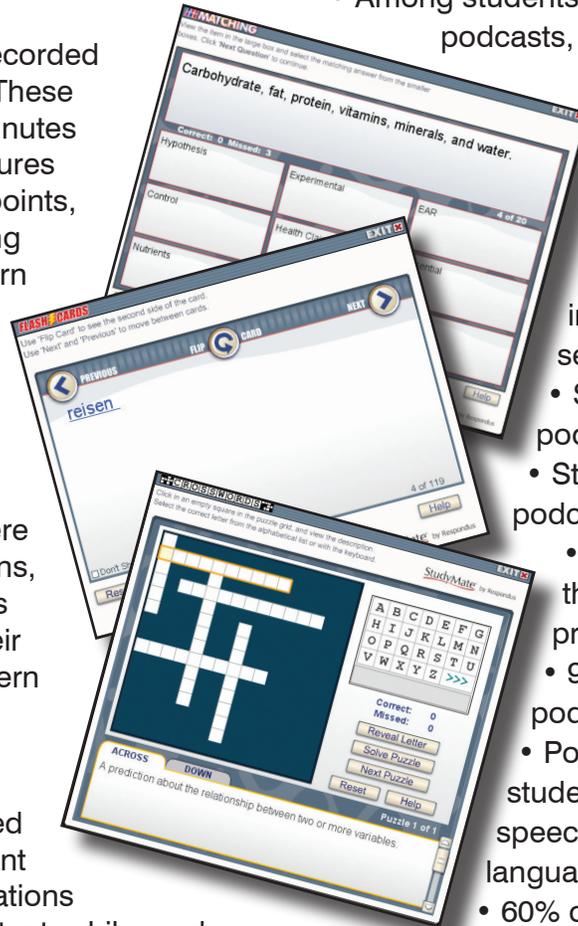
The communications faculty recorded their lectures for podcasting. These podcasts were ten to fifteen minutes long. The audio-recorded lectures accompanied faculty’s Powerpoints, and the two were coupled using Camtasia software. The modern languages faculty recorded audio clips in the language they were teaching, including pronunciations for words and phrases.

The study tools being used were similar, as well. Communications, history, and modern languages faculty chose flashcards as their study tool games. Some modern languages faculty embedded audio into their flashcards for pronunciation of words and phrases. History faculty created fact cards for studying important dates and events. Communications instructors used publisher content, while modern language faculty created their study games using StudyMate software.

The faculty piloting these tools had a preconceived idea that podcasting would promote more usage than the study game tools and that the podcasts would be utilized more often than the study game tools. Other assumptions were that students would download their podcasts to their iPods or other mobile MP3 players to study as they were commuting around campus, that all students have an iPod, and that students understand what a podcast is and how it is used.

The results of a survey of 1000 students showed the following regarding podcasts:

- Podcasts were not downloaded on iPods – students see their iPods for entertainment only, not for educational usage
- Not all students own an iPod or mobile MP3 player
- Among students who did download the podcasts, 95% downloaded them to their computers while only 5% downloaded to their iPod or MP3 player
- Only 37% of students used iTunes
- Podcasts were initially used in the beginning part of the semester
- Students only listened to the podcasts one time
- Students did not want to listen to podcasts longer than six minutes
 - 92% of students polled stated they did not use the podcast to prepare for an exam
 - 94% of students did not feel the podcasts enhanced their learning
- Podcasts most enjoyed by students were examples of speeches, history facts and foreign language conversations
- 60% of students polled indicated they would listen to podcasts in other classes



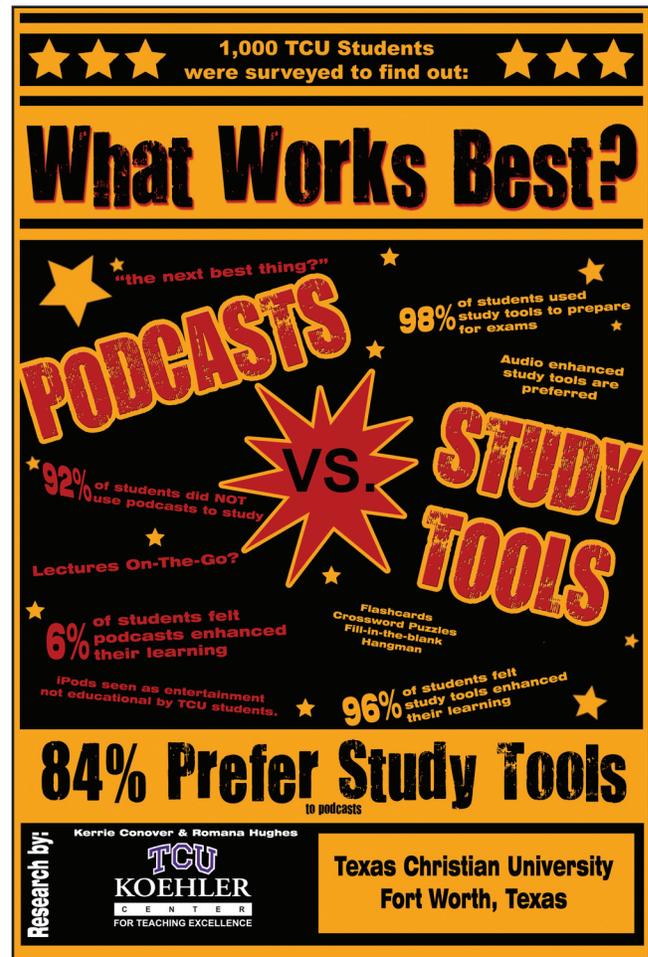
The results of a survey of 1000 students showed the following regarding study tool games (flashcards, hang-man, fill-in-the-blank, matching and crossword puzzles):

- 98% of students used the study tool games to prepare for exams
- 92% of students accessed the study tool games repeatedly
- Students preferred the study tool games with audio over tools without audio

- Mac users had some trouble downloading the study tool games
- 37% of students loaded their study tool games on their iPods or MP3 players to study while commuting around campus.
- 83% of students polled indicated they would utilize study tool games in other classes
- 84% of students indicated they preferred the study tool games to podcasts
- 12% of students indicated they liked both podcasts and study tool games
- 4% of students indicated they would rather utilize other online resources instead of the podcasts and study tool games
- 96% of students indicated study tool games did enhance their learning

What TCU learned from the pilot:

- Podcasts are best used for just-in-time teaching
- Podcasts are best used if they are between 3 – 6 minutes long
- Podcasts are best used to summarize a class, lecture, or example of foreign language, brief history fact or introduction
- Students use their iPods as an entertainment device and not a study device
- Podcasts are not utilized as a study tool to prepare for exams
- Podcasts are utilized more when they accompany a PowerPoint or video
- Students enjoyed study tool games
- Students repeatedly returned to the study tool games for preparation of exams
- Students studying a foreign language found study tool games enhanced their learning
- Study tool games provided a solution outside the language lab
- Students preferred study tool games with an audio component
- Podcasts are easy to create
- Study tool games are easy to create
- Faculty embraced creating their own podcasts and study tool games
- PC/Mac scripts should be created for students to indicate how the podcasts and study tool games are best downloaded, how best to view them, and the minimum requirements to run these.



Published in the Ed-Media 2007 and E-Learn 2008 Proceedings and CCUMC, The Leader, Spring 2008.

Presentation: Ed-Media 2009 World Conference on Educational Multimedia, Hypermedia, & Telecommunications, Vienna, Austria, July 2008.

Poster Presentation: Western Cooperative for Educational Telecommunications Annual Conference; Phoenix, Arizona; November 2008.

Presentation E-Learn 2008 World Conference on E-Learning in Corporate, Government, Healthcare, & Higher Education; Las Vegas, Nevada, November 2008.

Scholarship of Teaching & Learning

The Scholarship of Teaching and Learning (SoTL) is a concept which has quickly gained acceptance within academe since its modern genesis with Ernest Boyer's 1990 work, *Scholarship Reconsidered: Priorities of the Professoriate*. At the heart of SoTL is the idea that research and scholarship about teaching and learning in one's own classroom are valuable not only for one's own professional advancement but also as a way to inform the academy of insights and progress in higher education instructional practice.

For this to be the case, however, the quality of the research must be on a par with any research conducted in any discipline. As well, the research must be shared with peers. Since Boyer's call to action, peer-reviewed SoTL journals have blossomed in both number and reputation. Conference programming where faculty can share their SoTL research and findings has rapidly expanded, too.

At TCU, support for faculty SoTL activities is a key initiative of the Koehler Center. SoTL is integral to the teacher-scholar model, and SoTL research and findings are valuable for informing the university's student learning outcomes documentation and narrative related to institutional and departmental accreditations.

Beginning with Koehler Center web site resource listings and last spring's SoTL Teaching and Learning Conversation, raising the visibility of SoTL has been important. With several SoTL projects already planned by TCU faculty for their Fall 2008 classes, the Koehler Center will be an active proponent and support center at TCU for the Scholarship of Teaching and Learning.



Advisory Council

During Summer 2008, the Koehler Center reconstituted its mechanism for receiving input about programming, ideas for new ways to support teaching and learning at TCU, feedback for adjusting existing programs, etc. Previously, a trio of TCU instructors served as faculty mentors to the Koehler Center for this purpose. Mindful that we work with multiple constituencies on campus in service to our mission, we have created an Advisory Council to provide wider representation of input.

The Council members will serve staggered terms. The initial Council is comprised of:

Dr. Paulette Burns, Dean, Harris College of Nursing and Health Sciences

Dr. Mary Patton, Interim Dean, College of Education

Dr. C. Magnus L. Rittby, Associate Dean, College of Science and Engineering

Dr. Chris Sawyer, Chair & TA/GA Director, College of Communication

Dr. Keith Whitworth, Sociology Department, Faculty Senate Representative

Dr. Betsy Flowers, Religion Department, Faculty-at-Large Representative

Mr. José de la Puente, History Department, TA/GA Representative

Ms. Katie Low, Religion Department, Ph.D. Candidate Representative

Ms. Tamara Sherrod, Marketing Department, Student-at-Large Representative

ex-officio: Dr. Jeff King, Koehler Center Director; Ms. Romana Hughes, Koehler Center Assistant Director; Mr. Larry Kitchens, CIS Director

Texas Faculty Development Network

TCU, as represented by the Koehler Center, is a member institution of the Texas Faculty Development Network (TFDN). Comprised of colleges and universities in Texas, TFDN seeks to leverage information and resources to improve college teaching and learning and does so via the interactions and connections among members, an annual state-wide conference in early summer plus separate regional conferences each fall, and via the TFDN website.

The Koehler Center has benefitted from its TFDN affiliation in multiple ways. TCU and TFDN piloted an Internet2 LEARN network interactive video conference arrangement allowing the John Tagg event at TCU in October 2007 to include faculty audience participants at Texas A&M - College Station and Texas A&M - Kingsville. The June 2008 TFDN statewide conference included a half-day workshop led by noted learning outcomes and learning communities expert Laurie Richlin from the Claremont Graduate School which provided useful information to inform Koehler Center work to assist faculty with learning outcomes development.

Upcoming projects at TFDN will allow the Koehler Center to participate in grant funding from MERLOT (Multimedia Educational Resource for Learning and Online Teaching). Koehler Center Director Jeff King serves on the TFDN Executive Committee and is the Director-Elect.

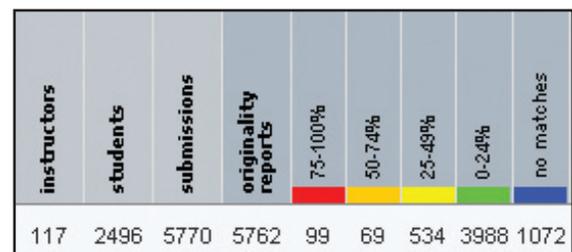
Turnitin

The Koehler Center's approach in working with faculty about how and why to use a plagiarism detection tool is that such use is for the purpose of teaching. Many students don't know they are plagiarizing, and many detected instances are really more about improper citation formatting or other issues than they are about appropriating others' work. Faculty training discussions on this topic also cover such issues as assignment load and timing within a class – things under faculty control which often have significant implications for students' decisions about plagiarizing.

This focus on the use of Turnitin as a teaching tool instead of a policing tool has been very successful.

Usage of Turnitin at TCU 07-08

Number of faculty who used Turnitin in 2007-2007	103
Number of students who used Turnitin in 2007-2008	2129
Total Submissions in 2007-2008 (both student and faculty)	4872



Turnitin has fantastic online tutorials. Please visit: <http://www.turnitin.com/static/training.html>

Learning Outcomes

TCU's upcoming SACS re-accreditation visit will be in Spring 2013. While that may seem a long way in the future, preparations should begin now for several reasons. Our next site visit and accreditation evaluation will utilize SACS' Quality Enhancement Plan (QEP) processes and procedures. A hallmark of the QEP is its focus on student learning outcomes as measurements of teaching and institutional quality.

In typical SACS close-the-loop fashion, a QEP should show what measures of student learning exist (grades alone are not sufficient indicators), student performance on those measures, how faculty use those measurement results to improve teaching and learning, and another round of measurement which does (or doesn't) show that interventions made as a result of measuring outcomes improved student learning. The hope is that the measurement process will continue at the institution in an iterative fashion, thereby ensuring ongoing student learning improvement.

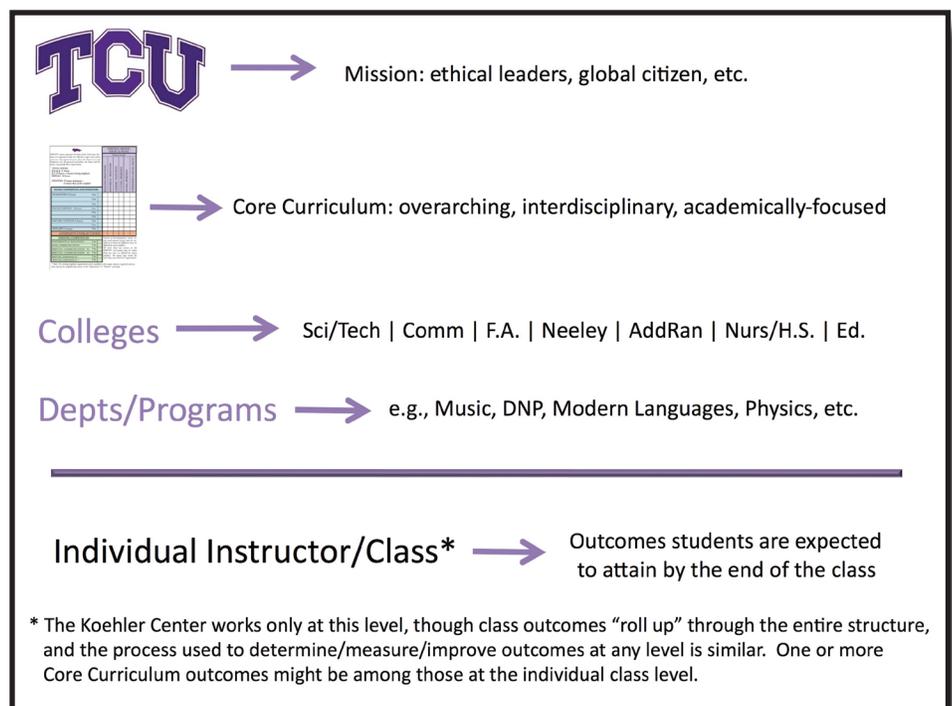
The above description makes clear that – for the purpose of maintaining SACS accreditation – focusing on student learning outcomes and their improvement is important. However, that's not the primary reason to do it. The process is valuable because it results in better student learning.

Consequently, the Koehler Center began a series of articles about learning outcomes in its August 2008 eNewsletter. Additional resources on the topic have been added to our web site, and we will work in whatever manner appropriate to assist our faculty and their Chairs and Deans in developing expertise in the measurement and improvement of student learning outcomes at the individual classroom level.

As the visual below indicates, there are several academic levels at which outcomes are considerations of the quality of teaching and learning at TCU. The Koehler Center's mission is to work with faculty to help improve student learning, so our role is to assist the individual instructor or groups of instructors as they define, measure, and improve student learning outcomes in the classroom.

A focus on students' progress toward achieving the learning outcomes in the class is a key characteristic of learning-centered education. We are excited and happy to be playing a role as TCU continues the shift toward a paradigm in which how well and how much students have learned are defining indicators of the university's success. The teacher-scholar model, the Scholarship of Teaching and Learning, the Academic Portfolio, and learning-centered assessment are all components in a fundamental shift in self-conception from being a provider of information and services to being a facilitator of student learning.

Learning outcomes measurement and improvement via instructional interventions are indispensable strategies for becoming a learning paradigm college. We are energized by this opportunity and proud to be helping the TCU Community of Scholars engage with a learning outcomes mindset.



Gifts from individuals, corporations, and foundations enable the Koehler Center for Teaching Excellence to enhance teaching and learning at TCU. Your support truly makes a difference and helps achieve our vision of providing a world-class, values-centered university experience for our students. If you wish to support the Koehler Center for Teaching Excellence, please contact the TCU Annual Fund at 817-257-7800 or annualfund@tcu.edu.

