

UGR Reflections

Thank you to everyone who participated in Simon Gray's visit last week! It was exciting to see so many people interested in joining the campus conversation on undergraduate research (UGR). Dr. Gray, who has extensive experience with UGR at The College of Wooster and the Great Lakes Colleges Association, led sessions on a range of topics, including creativity, assessment, and mentoring.

During his lunchtime presentation, Dr. Gray shared research on why UGR is such a highly effective educational practice and offered tips on how to effectively mentor UGR students. As Dr. Gray explained, research suggests that UGR encourages a high level of student engagement in learning, which in turn leads to increased persistence and degree completion; improvement in writing and oral communication skills; and gains in intellectual curiosity. Notably, these effects are particularly pronounced for underrepresented students.

The effects described by Dr. Gray align closely with Centre's learning outcomes for UGR. These learning outcomes, which arose from fall conversations on the wider body of UGR literature and on our specific goals for students who participate in UGR, are as follows:

1. Identify and apply the tools, methods, sources, concepts, and ethical standards appropriate to the discipline.
2. Communicate – both orally and in written form and to diverse audiences – the ways their intellectual or creative work contributes to broader frameworks, expressions, and discussions in the discipline.
3. Effectively connect multiple ideas and approaches in order to bring new insights to questions at hand, overcome barriers, and develop an appreciation for the complexity and ambiguity inherent in the research process.
4. Work independently while also identifying when input, guidance, and feedback are needed.
5. Reflect on their work in order to assess progress toward personal, career, or post-graduation goal.

As the conversation around UGR continues, we look forward to talking with you not only about the benefits of UGR for students, but also for faculty members. As Dr. Gray reminded us, UGR is an opportunity to share our disciplinary interests and enthusiasm with students; develop new mentorship opportunities; and explore fresh avenues of scholarship. If you would like copies of the presentation Dr. Gray shared with us, please click [here](#) or feel free to email me at ellen.prusinski@centre.edu. Thank you again and happy mentoring!

Upcoming Events

Staff Training Workshops: Coming this June!

Watch your inbox within the next week for complete details of the technology training workshops we will be offering. We are putting together a variety of new and exciting workshops that will benefit your day-to-day job responsibilities.

SPARK: Strengthening Pedagogy and Research Knowledge

Save the Date for SPARK! August 11, 12, 13.

For details, check out our [Programs and Events](#) page on the CTL website at: <http://ctl.centre.edu>.

Opportunities and Funding

Community-Based Learning Mini-Grants

Mini-grants of up to \$500 for the development of community-based learning courses are now available on a rolling basis. The funds are meant to provide the resources needed to transform a traditional course into a community-based learning course. For more information about CBL or the application process email ellen.prusinski@centre.edu.

Multidisciplinary Pedagogical Conferences

The Center for Teaching and Learning has funds to support faculty participation in **pedagogical** workshops and conferences! Funding includes registration, travel, and per diem. We anticipate funding conference attendance for two colleagues.

Not sure where to start looking for such a conference? Here are two good options:

- Lilly International Conference on University Teaching and Learning; Bethesda, MD; May 28 – 31; <http://lillyconferences.com/bethesda/>
- The Teaching Professor Conference; Atlanta, GA; May 29 – 31; <http://www.magnapubs.com/teaching-professor-conference/>

We also have a limited amount of funds to support faculty attendance at **pedagogical workshops that occur in connection with disciplinary conferences**. In most instances, funding is limited to the cost of the workshop and additional lodging.

If you are interested in either of these opportunities, please send a short statement to [Sarah Lashley](mailto:Sarah.Lashley@centre.edu) indicating your interest in a specific conference and an anticipated budget. Requests will be considered on a rolling basis.

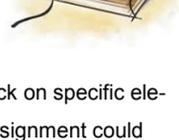
If you know of a **pedagogical** workshop or conference that you would like to attend, but it does not fit either of these models, please contact Sarah Lashley. CTL may still be able to help!

All travel must take place before June 30, 2015! An announcement will be made at a later date for pedagogical conference travel during the 2015 – 2016 academic year.

Teaching and Learning in the News

Ending at the Start

The concept of starting at the end is a common pedagogical strategy, but what about ending at the start? This article suggests including a simple writing assignment at the end of a course in which students write a letter to future students of the course. The assignment encourages students to reflect on their growth, experiences, and thinking throughout the course, offering advice to the next group of students starting this course. The assignment holds numerous potential benefits for students and faculty, including the opportunity to get substantive feedback on specific elements of the course design. Ultimately, the ideas undergirding this assignment could serve as a starting point for thinking about ways to encourage thinking and reflection as learning tools.



Just Ask

Q: What software is available in the CTL Media Lab?

A: Located in the basement of Crouse Hall is the CTL Media Lab. This lab consists of 11 Macintosh computers that has an array of software programs installed for video-editing, audio-editing and creative projects.

Visit <http://ctl.centre.edu/location--hours.html> to read more about the media lab and available software.

Q: Is there a way to access email announcements from the CTL?

A: Check out the CTL's email archives at <http://ctl.centre.edu/email-archives.html?fref=ts>

Click [here](#) to submit your own question.



Innovation in Teaching

Looking for inspiration?

[Check out what your fellow colleagues are doing in their courses.](#)

We have gathered a collection of interviews with faculty who are creatively engaging their students or using technology in innovative ways.



Moodle Methods

Do you ever find yourself wanting to share course materials between Moodle courses? Are you tired of searching for that PDF you put on your desktop, so you thought, and now can't find it to save your life? Moodle has two methods of holding data that are only visible for the user and easily transferrable between courses.

If the data you want to transfer currently resides in a Moodle course, follow these steps:

Sharing Cart— This tool serves as a repository for not only documents, but Moodle activities, assignments, quizzes, etc. to easily transfer and share between Moodle courses.

Sharing cart is a Block add-on that can easily be added to each of your courses. To add the block, turn editing on and click on the Add a Block drop down menu. Select Sharing Cart.

To add items to the Sharing Cart, click on the edit button on any activity in your Moodle course and select "Copy to Sharing Cart".

Once in your other courses with Sharing Cart Block enabled, simply click on the far right icon to "Copy to course". Then drag the item where you want it in your course.

If the data you want to transfer currently resides outside of Moodle (i.e. your hard drive, a flash drive, etc.), follow these steps:

My Private Files—This tool serves as a repository for documents, images, or videos to easily transfer between courses, or as a handy location to store a backup of course-related material.

My Private Files is accessible from the dashboard or from your My Profile link. It is also a Block add-on that can easily be added to each of your courses and remain visible for you for easy access.

To add the block, turn editing on and click on the Add a Block drop down menu. Select My Private Files.

From there, you'll see Manage my private files. You will be able to drag and drop files into the box, or search for them with the file finder. Once you have loaded them, click Save. They will now appear in your My Private Files Block.

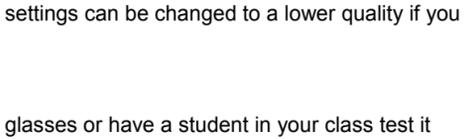
Now, you can simply click and drag any of the items in your private files into any topic section in your Moodle course as long as editing is on.

For more information on these or other Moodle methods, contact kristi.burch@centre.edu or check out the self-guided tutorials and documentation located [here](#).

Tech Corner

EMERGING INSTRUCTIONAL TECHNOLOGY

The **Pivothead** wearable glasses are actual HD glasses that can record what you are seeing and hearing. These glasses can be used to record lectures, presentations, field work and other activities. With three different lenses colors (clear, yellow, black), these glasses can be used indoors or outdoors. We have tested these glasses in two classes and it will record at least 60 minutes of HD format video. The settings can be changed to a lower quality if you need to record a longer length of time.



If you would like to test out the Pivothead glasses or have a student in your class test it out, please contact the CTL.

More information about Pivothead: <http://www.pivothead.com>