

UGR Summer Assessment

This past summer, we invited students engaged in a summer UGR project at Centre to complete a self-assessment of their learning. Our goals with this student learning assessment were to help us better understand: 1) how UGR experiences support student learning and growth; and 2) the progress students are making toward Centre's student learning outcomes for UGR. The assessment, which included a pre- and a post-survey, was designed to help students reflect on the skills and knowledge they developed through their summer research experience. A total of 40 students took the pre-research survey and 31 students took the post-research survey.

This summer's research cohort included 16 sophomores, 14 juniors, and 14 seniors. These students engaged in projects that took a variety of forms, including: projects that they were assigned by their mentor (12 students); projects that they created and designed in conjunction with their mentors (5 students); and projects in which they were assigned a topic, then worked collaboratively with their mentor to design a research plan (15 students). Students were more likely to work with other students – either on separate projects in a shared space or with a group of students on the same project – than on their own with a faculty mentor, which only 9 out of 40 students reported doing. The vast majority (35 out of 40) students met with their faculty mentor at least twice a week.

While it is, of course, not possible to draw definitive conclusions from this relatively small sample of students, we offer some preliminary findings here. If you have any questions about these findings or would like any additional information about the survey or results, please do not hesitate to contact [Ellen Prusinski](#) or [Ben Knoll](#).

- Students were asked to reflect on their level of confidence with various skills related to conducting and presenting research, including: writing clearly and effectively in discipline-specific formats; formulating questions and hypotheses within the discipline; and working independently. Students were the most likely to show growth in the area "Communicate with both expert and non-expert audiences about my research." Of the 25 students who responded to this question on both the pre- and post-surveys, 11 said that they grew in this area over the summer.
- When asked to respond to an open-ended question about why they chose to pursue research at Centre, students were most likely to say that they were motivated by the opportunity to gain experience that they felt would help them in the future (13 students). Nearly as many students (12) explained that they were motivated by the opportunity to expand their knowledge and experience in their field of research. Of particular note is the fact that 10 students mentioned that their mentor's encouragement played a significant role in their decision to pursue a research project.
- While students had a range of goals for the summer, including producing a publishable paper, gaining confidence, and developing a fuller understanding of their field, the most commonly cited goal was to learn new skills, which was mentioned by 18 students.
- When asked about the most challenging part of their research experience, students frequently mentioned challenges specific to their research, such as learning a new computer language. Other frequently cited challenges included challenges related to learning to deal with the unexpected and developing their time management skills.
- Among the elements that students explained helped support their growth are as follows: the opportunity to do independent work; the trust their faculty mentors placed in their abilities; and the opportunity to engage in one-on-one dialogue with their mentors.

Upcoming Events & Announcements

Faculty Coffee Hour

At 3:30pm on Wednesday, November 4th, the CTL will host a drop-in coffee hour at the Everyday Café. If you are interested in chatting about community based learning, please stop by – we'd love to see you!

CTL User Groups

The CTL provides work-related instructional technology support to the campus community through sponsorship of two user groups: a Qualtrics User Group and a Microsoft Office User Group. These groups meet monthly for either breakfast or lunch, and allow space for conversation and knowledge sharing to learn effective methods of working with Qualtrics and the Office suite.

If you are interested in being part of either group or you know of a colleague who may be interested, please contact Candace Wentz in the CTL.

Pedagogy Luncheon

Tuesday, November 17: 11:20 - 12:30 in Evans-Lively

Topic: Lessons from Lengthy Careers

Description: Centre College faculty are known for our commitment to teaching and student learning, and several of our colleagues have dedicated two or more decades to inspiring and nurturing our students' intellectual growth. The purpose of this luncheon is to talk with such colleagues about what they have learned about teaching over the length of their careers at Centre College.

Centre Term/Spring Term Technology Projects & Clickers

Attention Faculty! It's that time of year again! An email regarding clickers and technology projects for CentreTerm and Spring term will be coming your way soon. If you would like to get a head start, please contact [Candace Wentz](#) for assistance.

Moodle Metacourse Requests

Are you teaching two or more sections of the same course in the Spring? To save you time and hassle of double-posting all of your announcements, assignments, and quizzes, consider requesting a metacourse.

With a metacourse, all sections are included in one large course for students to log into and you to maintain. If you are interested in a metacourse, contact [Kristi Burch](#) or please fill out this form: [Metacourse Request](#)

Innovation

Looking for Inspiration?

- We've kicked off a new video series entitled, "Office Hours," in which selected faculty respond to questions posed by the Centre community in one-minute videos. To learn more about your colleagues, visit ctl.centre.edu/office-hours.html.
To submit a question for your colleagues to answer, please visit the Office Hours Question Drop Box located in the Library. Questions will be selected at random.
- View the latest addition to our innovative faculty profiles at ctl.centre.edu/faculty-profiles.html.

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; Oxford, OH; November 19 – 22; <http://www.units.miamioh.edu/lillycon/>
- The Teaching Professor Conference; Washington, DC; June 3 – 5, 2016; <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](#) 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, 2016!

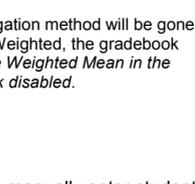
Kentucky Campus Compact is offering a series of free webinars this year on topics related to community engagement. On **November 6 at 10:00am**, Melissa Newman of EKVU and the Kentucky Commission on Women will offer a session on developing service learning within our academic departments. For more information, please contact [Sarah Lashley](#).

Teaching and Learning in the News

The lecture is being maligned in the popular press. Opinion pieces, such as this one (hyperlink to: http://www.nytimes.com/2015/10/18/opinion/sunday/lecture-me-really.html?_r=0) by Molly Worthen, appeared in *The New York Times* on October 17.

While most teaching and learning professionals, myself included, advocate for the incorporation of active learning into faculty members' pedagogical repertoire, few advocate for the complete abandonment of the lecture. Why? Because lectures, when used purposefully and strategically can help faculty and students achieve learning goals. Wilbert McKeachie (2014), in his long-lived book, *Teaching Tips: Strategies, Research, and Theory for College and University Teachers*, has identified some of the ways lectures can be useful:

- Modeling thought processes;
- Providing context, or an orientation and conceptual framework for material;
- Helping students become aware of a problem, of conflicting points of view, or of challenges to ideas that they have previously taken for granted;
- Presenting up-to-date information;
- Expressing your own enthusiasm for the subject.



Bottom line: Think carefully about what you want your students to learn, and select the teaching strategy that best aligns with those learning goals.

Just Ask

Q: Is there a way to edit a PDF file?

A: Yes, the Adobe Acrobat software will allow you to edit a PDF. To do this, open the PDF you want to edit and click the Tools button under content category, then click Edit document text. Then click in the PDF file where you want to insert text and begin typing. Save your document, and you have successfully edited a PDF.

Q: My students need help with technology for their class assignments; where can they get help?

A: If your students are struggling with using technology or they need help getting started, please have them contact Candace Wentz (candace.wentz@centre.edu) or Todd Sheene (todd.sheene@centre.edu) in the CTL office. They can also come by the CTL media lab during the evenings and seek help from a CTL student worker.



If your students are looking for additional resources, storyboarding ideas, etc., have them check out the **For Students** page on the CTL website: <http://ctl.centre.edu/for-students.html>

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

Moodle Methods

Navigating the Gradebook

When you add Moodle activities to your course, such as Assignments or Quizzes, corresponding grade items (columns) are added to the gradebook. You may also manually add columns to your gradebook for offline assignments and other grades.

Categories and Items

This screen will allow you to manually add grade Categories and Items. The default aggregation method for the entire course is set to Natural. Natural weighting auto-adjusts totals to always equal 100%.

For sub-categories you may choose Natural, Weighted, or Simple Weighted Mean of Grades. For more information on the variance of these choices, [visit this page](#).

The categories and items page is where you will set all desired weightings for categories and/or individual grade items within a category.

*Note: If you choose Weighted Mean of grades, keep in mind this aggregation method will be gone with the next upgrade. If you want to change back to Natural or Simple Weighted, the gradebook will default each assignment to extra credit. *This is a known bug with the Weighted Mean in the gradebook. Weights will have to be reapplied and extra credit checkmark disabled.*

Grader report

This default gradebook view allows you, with editing turned on, to manually enter student grades and edit grade items (*option here to hide item from student view).

*If students can see some grades, but not a particular grade, or not the course total, [click here for more information](#).

Course grade settings

This view allows you to change how the gradebook appears for all participants. Here you can change the grade display type from (Real) to Real (percentage) or just Percentage if you would to show the percentage grade in the class, rather than simply points earned.

You can also change settings for the User report (student view) in this section to show or hide settings such as rank, percentage, ranges, average, etc.

*To make sure course total grades show to students, the *Hide totals if they contain hidden items* setting is set to either **Show totals including hidden items** or **Show totals excluding hidden items**. If set to simply Hide, course totals will not be shown to students.

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

Tech Corner

EMERGING INSTRUCTIONAL TECHNOLOGY

eBeam Edge

The eBeam Edge transforms any flat surface into an interactive teaching experience. With a simple setup and installation, annotate your PDFs or PowerPoints, or electronically capture lecture notes for students.

If you would like to try this out, please contact Candace Wentz or Kristi Burch in the CTL office.

[Click here for more information on eBeam's website.](#)