

Mentoring 101

As part of Berea College's Fall Faculty Conference, Dr. Kerry Ann Rockquemore offered a workshop entitled "Mentoring 101: How to get what you need to thrive in the academy." In her workshop, Dr. Rockquemore, formerly Associate Professor of African American Studies and Sociology at University of Illinois at Chicago, addressed questions of what it means to mentor and be mentored. As she observed, while we instinctively know that mentoring is important, we are often unsure as to what exactly mentoring is. For some people, the word mentoring conjures up an image of meeting for coffee once each year. For others, it signifies an intense, intimate, and ongoing relationship.

Dr. Rockquemore invited participants to reimagine their conceptions of mentoring by thinking about mentoring not as a traditional, one-on-one relationship, but instead as an opportunity for us to ask: "What do I need?" and "Where is the best place for me to get what I need?" She guided participants through the process of identifying areas of their professional lives in which they need mentoring, as well as actions they could take to get that mentoring, including reaching out to colleagues, friends, and role models.

The alternative approach to mentoring described by Dr. Rockquemore has important implications not only for how we might approach our own professional growth and development, but also for how we might work with students. Certainly, students have a range of needs and no one person can reasonably be expected to reach all of those needs. Instead of trying to mentor a student in all areas of her or his academic and personal growth, Dr. Rockquemore's approach suggests that it can be more powerful to help students achieve in areas in which we ourselves are strong while also connecting students with colleagues who are strong in other areas. As the new academic year begins and as a new group of students makes the transition from high school to Centre, we might keep in mind that mentoring is particularly critical when we face a transition in our role. This is as true for students as it is for us.

Upcoming Events

Pedagogy Luncheon Dates:
 Thursday, September 17: 11:20 - 12:30
 Thursday, October 8: 11:20 - 12:30
 Tuesday, November 17: 11:20 - 12:30

All Pedagogy luncheons will be held in Evans-Lively. Watch your email for additional details and registration for these events or [check this page](#).

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](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, 2016!

Teaching and Learning in the News

[What Fitness Bands Can Teach Us about Classroom Management](#)

The concept of continual feedback is not a new phenomenon. The popular wave of devices such as fitness bands deliver timely assessments of our fitness achievements and encourage motivation and goal completion. We are rewarded with celebrations for hitting our milestones, and are encouraged to push harder when we need more motivation. Similarly, providing students with timely, formative assessments of their performance and specific feedback on how they might improve can significantly affect motivation and overall results. By creating a culture of targeted feedback students become better equipped to make progress toward their goals, celebrating successes and finding motivation to reflect on their learning processes.



Just Ask

Q: How can CTL support my CBL course?

A: Remember that CTL staff members are eager to help you develop community-based learning projects and courses. Community based learning (CBL), a pedagogical approach that intentionally links what is being taught in the classroom to the surrounding communities, is an exceptional way to deepen student learning and help students make connections between traditional academic content and community concerns.

Please do not hesitate to get in touch if we can be of assistance with any aspect of developing, implementing, or assessing CBL, including:

- Refining project ideas.
- Designing critical reflection prompts.
- Connecting with community partners.
- Arranging student placements and background checks.

In addition, thanks to the Brown Foundation, we have generous mini-grants available to help offset the costs of developing and implementing CBL courses. For more information, please contact Ellen Prusinski at ellen.prusinski@centre.edu.

Q: Can you teach me how to use EventCentre or Equipment Centre?

A: Click [here](#) to learn the quick tips for reserving equipment or rooms.

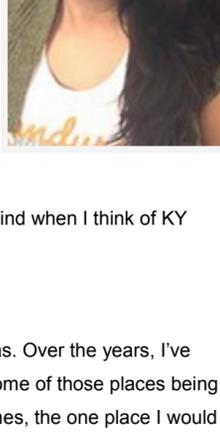
Click [here](#) to submit your own question.



Introducing . . .

Please join us in welcoming Lidia Galindo-Brito back to Centre!

Lidia, a 2015 Centre graduate, joins the CTL as an AmeriCorps VISTA member. As the 2015-2016 community-based learning specialist, Lidia will support the development of CBL projects and courses by facilitating background checks, coordinating student-community partner schedules, and gathering data on student perceptions of CBL. She will also be assisting Danville high school with the development of a post-secondary transitions program. The rich experiences and knowledge that Lidia brings to the position make her a tremendous asset to the Centre community and we are delighted to have her join us in the CTL.



A little more about Lidia:

What is your favorite KY food?

Bourbon Pecan Pie! It's not a meal, but it sure is delicious. The first time I had pecan pie was here in Kentucky, and I absolutely love it. This pie combines the two things come to mind when I think of KY food, Bourbon and pie.

If you could live anywhere, where would it be and why?

If there is one place in the world I could live in, that is Honduras. Over the years, I've learned to call 'home' many different places were I resided. Some of those places being Honduras, Chelsea, and Danville. Regardless of all these homes, the one place I would love to go back is La Ceiba. La Ceiba is my native city located in the northern coast of Honduras. Bordering the Caribbean Sea, sandy beaches and seafood is my version of paradise. I personally believe that it's always good to go back to one's roots and realize how much of an impact my cultural perspective and beliefs have influenced the person I am today. In addition, visiting family, friends and eating local food is certainly a plus. Last, but not least, I have a new cousin that was born four months ago and I'm crazy to meet her in the near future. La Ceiba is were all my adventures started and I will absolutely love pay it a visit.

If you could have any super power, what would it be?

My ideal superpower will be teleportation! I've done some fair amount of traveling this past four years. I will like to go back and visit the different countries, cities and friends. Think about it, I can travel new place everyday, get to enjoy the food, people, tourist activities and go home at the end of the day, not to mention that I will be exempt from airfare tickets.

Innovation

Looking for inspiration?

- The CTL has revamped our website! The overall look is the same, but some of the menus have changed, including updated content to help meet your needs. Visit ctl.centre.edu today!
- We've also 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.
- Also, don't forget to view our innovative faculty at ctl.centre.edu/faculty-profiles.html.

Moodle Methods

Are you interested in creating material for your students that allows them to follow a path of knowledge and subsequently answer questions about that material in one tidy package?

The Lesson Module in Moodle allows content creation with embedded assessment.

Lesson Basics

There are two main sections for a lesson, a content page and a question page. You can create content pages for information you wish to deliver to students. Interspersed, or following the appropriate content pages, you can add question pages to test knowledge of the reviewed content.

Creating a lesson can be as simple as a continue or next button at the bottom of a content page and a question page following all content to review.

More advanced Lesson users can create adaptive and student directed learning by creating advanced navigation within the lesson.

Lesson Settings

The settings of a lesson determine the overall structure. Here you will determine the number of answers the question pages will contain, whether to show students a progress bar, a grade, and all other settings.

Lesson Building

Add content page—this is where the meat of the material goes; text, video, images, etc.
 • Determine **Jump to**—where will they go after this page? This is where it can become more advanced or stay quite linear.

Add question page—this is where you add from a variety of question types (not the same as Quiz question types)
 • Determine **Jump to**—this is chosen for each answer. Right answers may go the next page or a particular page; wrong answers may stay on the same page to allow them to try again.

Adding additional pages— you can add a new content or question page after any of the existing pages by simply selecting **add a new page** from the actions menu.

Finishing Lesson— to finish the lesson, choose **End of Lesson** from the **Jump** menu on any pages that should end after that page.

To learn more about the Lesson Module, check out <https://docs.moodle.org/>.

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 Microsoft Surface can be used as a tablet or a computer. With your basic Microsoft products (Word, PowerPoint and Excel) already installed, this tablet serves as a handy travel companion for all of your computing needs.

If you would like to check out the Microsoft Surface, make your [reservation online](#).

To remove your email from our newsletter mailing list, [click here](#)