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2010-11 CELT Integrated Programming Plan

This spring we are continuing to offer monthly programming that integrates a teaching issue or teaching approach with technology. Our goal is to show examples of the ways different technologies can be used to enhance the teaching/learning experience for both students and faculty. The Spring CELT Programming flyer contains a full listing of these integrated sessions. If you have questions, would like more information, or are interested in sharing your expertise in this area please contact Ann Marie VanDerZanden, Associate Director of CELT at 4-7555 or vanderza@iastate.edu

Becoming an Engaged Teaching Faculty Member

By Steve Mickelson
Director, CELT

The 35th Annual Professional and Organizational Development (POD) Conference was held from November 3-7 in St. Louis this year. This was the first time that I had the privilege to participate in this conference, one of the most engaging conferences I have ever attended. This international conference of over 700 attendees focused on new directions for faculty development, especially as they relate to faculty pedagogy and improving teaching at colleges and universities. One of the topics I found to be of great interest discussed what it takes to be an “engaged teaching faculty member.” This topic connects with the heart of what CELT strives to help teaching faculty accomplish as a result of our programming, grants, and collaborative assistance.

One of CELT’s goals is to facilitate the professional and intellectual development of faculty, staff, and graduate students as educators. The CELT faculty and staff have started to develop a list of what it takes to be an engaged teaching faculty member at ISU. Do you agree? What would you add or subtract? Which are especially important to your teaching effectiveness? Your input would be greatly appreciated. You can email your thoughts to celt@iastate.edu.

Engaged teaching faculty at ISU:

1. Develop learner-centered syllabi
2. Understand their teaching goals (i.e., Teaching Goals Inventory)
3. Have discipline knowledge that is current and relevant

4. Develop meaningful course objectives/outcomes/goals (general and specific) that are in line with the degree program’s student learning outcomes, the college mission, and the university mission
5. Use student-centered pedagogy
6. Implement active learning techniques to engage students effectively in learning
7. Develop course content, material, and activities that help students meet the intended course objectives
8. Present course content using pedagogy ensuring student learning and engagement
9. Assess students’ levels of achievement using effective assessment tools (i.e., rubrics, peer assessment, portfolios, multiple choice, short answer and essay questions, etc.)
10. Implement and interpret formative and summative assessment feedback for continuous course improvement
11. Develop teaching philosophies based on well-documented teaching and student learning research
12. Prepare a teaching portfolio for individual and peer assessment
13. Understand the connection of their courses to the overall program curriculum
14. Use technology, when appropriate, to enhance teaching and student learning
15. Address classroom disruptions constructively
16. Reflect effectively on teaching practice

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Out with the Old, In with the New: Upgrading to Blackboard Learn 9.1

By Travis Kramer
Instructional Development Specialist, CELT

For more than a decade, WebCT has been a centrally-supported course management system used for online teaching and learning at Iowa State University. The current version of WebCT—also known as Blackboard Vista/Campus Edition 8—has been in use at Iowa State University since 2006. However, Blackboard, the parent company, will be phasing out support for their Blackboard Vista/Campus Edition 8 product and has released [Blackboard Learn™ 9.1](#) as the upgrade and replacement. Iowa State University has made the decision to upgrade to Blackboard Learn 9.1. Faculty and staff are beginning the process of upgrading courses to the new Blackboard Learn 9.1.

During the fall semester, seven faculty members piloted this new online teaching and learning environment with students. Some of the initial comments from the pilot participants about teaching in this new environment include: “It has taken me less time to accomplish the task of setting up activities like assignments and assessments with Blackboard Learn,” “The Grade Center was much easier to work with than WebCT,” and “My students appreciated that they were sent an email notification about announcements, updated content, or new discussions posted in my Blackboard Learn course.” I would be remiss if I didn’t mention my personal favorite quotation, “Finally, drag and drop capabilities throughout my Blackboard Learn course.”

This spring, we have expanded our initial pilot group to approximately 30 faculty members representing various colleges and programs at Iowa State University. These instructors will be able to take advantage of Registrar class lists, Testing and Evaluation Services integration, and grade submission services to the Registrar from within their Blackboard Learn course. Starting Summer 2011, Blackboard Learn 9.1 will be available for the entire campus to upgrade. Tentatively, WebCT will no longer be available for online teaching and learning purposes after Summer 2012.

CELT Learning Technologies staff have prepared online resources and support documentation to assist faculty and staff with the upgrade to Blackboard Learn 9.1. This information may be accessed from CELT’s eLearning resource page, <http://www.celt.iastate.edu/elearning/>. Teaching and Learning with Blackboard Learn, Release 9.1 Workshops and Seminars, as well as Blackboard Learn, Release 9.1 User Group meetings will be forthcoming throughout the Spring semester. If you are on Twitter, you can follow updates from *Blackboard Learn at Iowa State University* via [@iastate_bblearn](#).

January Learning Communities Institute

You are invited to register for the 2nd Annual January Learning Communities Institute which will be held on **Friday, January 28, 9:00 a.m. – 3:00 p.m. in the Memorial Union.**

Session topics such as best practices in community-building, peer mentoring, leadership, service-learning and faculty/student interactions will be covered during this day of learning community workshops.

We encourage faculty members from across campus to join us for all or part of the day and learn more about how to get involved with learning communities.

Online registration will soon be available through the Learning Communities website at: <http://www.lc.iastate.edu>.

For further information contact Doug Gruenewald at dgrenwld@iastate.edu or Jen Leptien at jenl@iastate.edu.

Top Ten Reasons to be Excited about the New Blackboard Learn

By Travis Kramer
Instructional Development Specialist, CELT

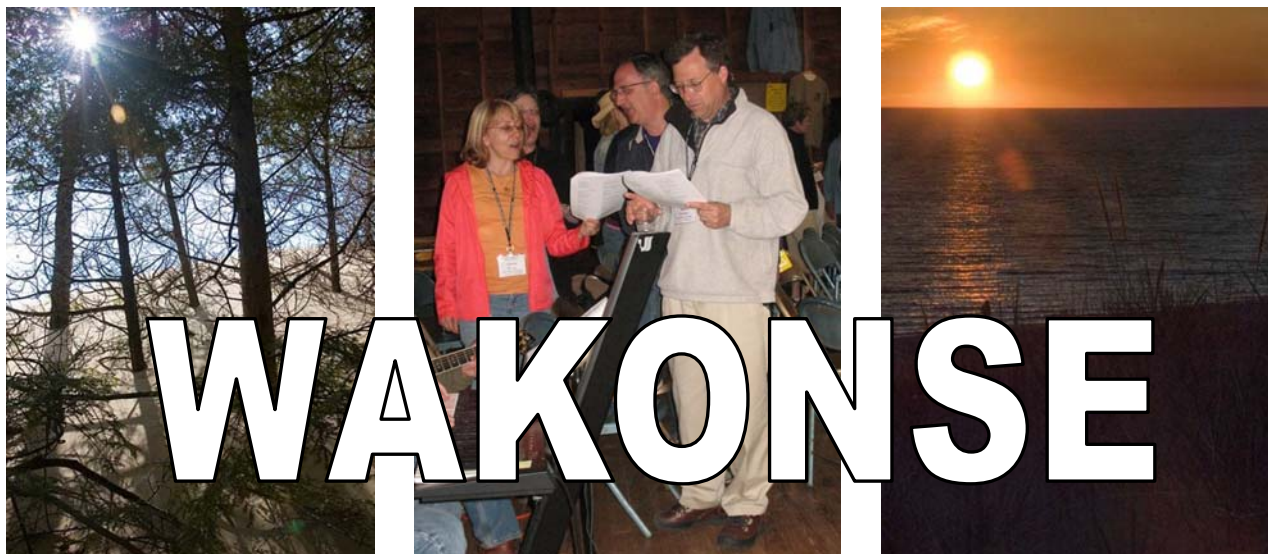
1. Completely redesigned, modern Web 2.0 interface
 - a. Drag and drop capabilities
 - b. Fewer “clicks” needed to get things done
2. Improved accessibility
 - a. Changes in the user interface and in the behind-the-scenes technology have made Blackboard Learn courses more accessible for people with different physical challenges
 - b. Improved usability for everyone.
3. Users may create, change, and reorganize the course menu directly within the menu
 - a. Drag and drop menu items to reorganize the course menu quickly
 - b. Drop-down list menus provide access to quickly create, rename or delete course menu items
 - c. Add sub-headings and visual dividers to the course menu
 - d. Quickly create links to individual tools directly within the course menu
4. Control panel items are immediately accessible below the course menu
 - a. No need to click through multiple pages to manage the course
5. Drop-down list menus are available throughout your Blackboard Learn course
 - a. Access items from one page rather than several different pages
6. Multiple grade center improvements
 - a. One-click access to the grade center from below the course menu
 - b. Smart views for quick retrieval of grade center information
 - c. Greater flexibility with grade center calculations (i.e. weighted grade calculations)
 - d. Optional anonymous grading of assignments and tests/quizzes
 - e. Can grade tests or quizzes by question
 - f. Quick access to provide student feedback
7. Useful enhancements to the assignments feature
 - a. Allow multiple attempts on assignments and grade each attempt (optional) – can also allow an additional attempt for individual students as needed
 - b. Create group assignments
 - Instructor decides which group(s) receive the assignment
 - One group member submits the assignment for the group, instructor can assign one grade automatically to the entire group, but can also override grades for individuals as needed
 - c. Student submission text box – students can submit text, links, etc. in the submission box without having to attach a separate file to the assignment (optional)
8. More powerful group management tools
 - a. Instructors can allow students to self-enroll in a group
 - b. Students can create their own groups if allowed by the instructor
 - c. Groups have more collaboration tools available
 - d. Instructors can create group sets to quickly create multiple groups and populate them with students.
9. Blogs, journals and wikis – oh my!
 - a. Individual, course, and group blogs and journals are available
 - b. Can create multiple Wikis per course, and multiple pages per Wiki
10. Mashups
 - a. Quickly find and embed content from YouTube, Flickr, and SlideShare without leaving Blackboard.

ISU Faculty Teaching Awards

We had an overwhelming response to our request for names of faculty who have received recognition for outstanding teaching at ISU during the 2009-10 and 2010-11 academic years. To view a list of award recipients, please see: http://www.celt.iastate.edu/grants_awards/teaching/

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Applications for Wakonse Teaching Conference Now Being Accepted



The Center for Excellence in Learning and Teaching (CELT) accepts applications every March for the **Wakonse Conference on College Teaching**. The five-day conference this year will be held May 26 - 31, in a rustic camp setting on Lake Michigan. A limited number of Iowa State faculty, staff, graduate, and undergraduate students attend Wakonse each year, as do representatives from other institutions. The conference consists of interactive presentations, discussions, and hands-on activities related to teaching.

What are the benefits of applying for a Wakonse Fellowship?

- A collaborative exchange of talent, ideas and resources among participating institutions
- Renewed interest in, support for, and understanding of college-level teaching
- Better teaching and support for students
- Membership in an active community of dedicated teachers

What do you need in order to qualify for a Wakonse Fellowship?

- At least one semester of teaching experience at Iowa State
- An appointment that continues through the fall semester after Wakonse
- A willingness to participate in CELT programming and occasional discussion groups

To apply, submit the Wakonse Faculty and Staff application form (found online at http://www.celt.iastate.edu/grants_awards/fellowships/wakonse/application.html) along with your responses to the application questions and a two-page vita. Applications are due to CELT by **March 5**.

NOTE: If your application is accepted, the cost of travel, lodging, and meals will be covered by CELT.

For more information about the Wakonse Conference please visit <http://www.wakonse.org> or contact: Karen Bovenmyer, CELT Program Assistant, 3024 Morrill Hall, (515) 294-4065; wakonse@iastate.edu.

2011-2012 CELT SoTL Institute

By Steve Freeman
Associate Director, CELT

CELT will be starting another year-long institute on the scholarship of teaching and learning (SoTL) in May. The institute will begin with two half-day workshops on May 11 and 12 to help participants write research questions for classroom-based research, identify appropriate assessment techniques, and clarify the types of evidence that can be used to help answer SoTL research questions. Participating faculty will then have the summer to finalize their research plans and get IRB approval in preparation for conducting their projects during the 2011-2012 academic year. Participants will receive small professional development stipends upon receiving IRB

approval, presenting results as part of a CELT sponsored SoTL symposium, and for national dissemination (publication in a peer reviewed journal or presentation at a national conference).

For the 2011-2012 academic year, CELT will be accepting SoTL proposals in two areas: 1) from faculty incorporating technology into their courses; and 2) from faculty and staff investigating student learning outcomes in an undergraduate learning community. Proposals will be due on March 11, 2011. Stay tuned for additional details as they become available. Please contact Steve Freeman (sfreeman@iastate.edu) if you want to discuss your SoTL ideas or questions.

2010 ISSoTL Conference

The 7th annual conference of the International Society for the Scholarship of Teaching and Learning (ISSoTL) was held October 19-22, 2010 in Liverpool, England. The conference theme was Global Theories and Local Practices: Institutional, Disciplinary and Cultural Variations. Ann Marie VanDerZanden and Steve Freeman representing CELT were among the 375 participants from 27 different countries who attended the event. VanDerZanden and Freeman (along with CELT Director Steve Mickelson) collaborated on two presentations highlighting changes CELT has made in the past year as a result of CELT's external program review and in response to the significant budget reductions ISU and CELT has faced over the past 18 months.

Freeman took the lead on *Refocusing Teaching Center Efforts and SoTL Activities in Times of Economic Challenge* and VanDerZanden took the lead on *Changing New Faculty Programming in Response to Need and Economic Challenge*. The conference link is <http://issotl10.indiana.edu/index.html>.

The 2011 ISSoTL Conference: Transforming the Academy Through the Theory and Practice of SoTL will be in Milwaukee, Wisconsin October 20-23, 2011. The Call for proposals is available through March 1, 2011 at <http://issotl11.indiana.edu>. If you are interested in attending or presenting at the 2011 conference and have questions, please contact Ann Marie (vanderza@iastate.edu) or Steve (sfreeman@iastate.edu).

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2011-2012 Miller Faculty Fellowships

The CELT Advisory Board will once again be accepting proposals for Miller Faculty Fellowships for the 2011-2012 academic year. Any faculty member at Iowa State University (tenured, tenure-eligible, adjunct, lecturer or clinician) may apply for a fellowship. Faculty may submit proposals as individuals or may join with others to submit a proposal as a faculty team. For the 2011-2012, the maximum available award is \$5,000 and each proposal must include a 100% match from the unit, department, and/or college. See the CELT webpage http://www.celt.iastate.edu/grants_awards/fellowships/miller/homepage.html for complete details concerning Miller Faculty Fellowship applications.

To apply, prepare the proposal, consisting of a title page, **proposal form** (available on the Miller Faculty page of the CELT website), budget worksheet, and department chair endorsement. Also include a signed statement from the college fiscal officer if your proposal includes any salary and benefits as part of the matching funds. Submit one electronic copy of the proposal (**as a single pdf file**) to your college dean and to Steve Freeman, CELT Associate Director, (sfreeman@iastate.edu) by **Tuesday, February 1, 2011**. If more than one proposal is submitted from a college, the Dean will submit an email listing the proposals in priority order, to Steve Freeman by **Friday, February 11, 2011**.

PFF Study Shows Increased Confidence and Knowledge

Preparing Future Faculty (PFF) staff and students collaborated with Iowa State University's assessment officer last year to assess 2009-2010 learning in ISU's PFF program. Students self-reported levels of confidence and knowledge before participating in the fall Graduate Studies 585: Introductory Seminar and reflected on what they had learned after the spring Graduate Studies 586: Intermediate Seminar concluded.

The post-test ratings were statistically significantly higher in all cases. The students chose from a Likert scale of "Strongly disagree (1), Disagree (2), Not sure, (3) Agree (4), Strongly agree (5)" and reacted to various questions about course preparation, job packet/job search readiness, classroom management, grant writing, time management, and readiness for accepting a faculty appointment.

The Preparing Future Faculty program will be accepting new students this February. Please encourage graduate students to review the application information at <http://www.celt.iastate.edu/pff>

	Pretest	Posttest
I feel confident...	Mean	Mean
... selecting a textbook	3.32	4.16
... planning a course	3.11	4.47
... preparing a syllabus	3.68	4.63
... preparing course policies	3.26	4.53
... preparing a teaching philosophy statement	2.68	4.37
... preparing a teaching portfolio	2.21	4.21
... designing assignments	3.63	4.21
... assessing student learning	2.89	4.53
... constructing a good vita	3.32	4.47
... writing a good cover letter	2.79	4.26
... presenting myself effectively at an interview	3	4.32
... handling classroom discipline problems	2.95	4
... including active learning in my classes	3.28	4.5
... adapting to different learning styles in my classes	3.05	4.37
... making my class more inclusive	3.11	4.16
... giving a good oral presentation at a professional conference	3.63	4.53
... in my understanding of the major differences between industry and government grants	2.47	4.63
... in my ability to manage my time	3.32	4.47
... in different approaches to balance teaching, research, and personal life	2.42	4.26
... in my understanding of the tenure process	2.37	4.37
... knowing about the differences in faculty life at various types of colleges/universities	2.53	4.68
... about differences in what various types of colleges/universities look for when they hire	2.32	4.53
I feel prepared to meet the competing demands of a faculty position	2.84	4.32

Former CELT Director, Dr. Corly Brooke, Retires



After thirty-four years of dedicated teaching at Iowa State, Dr. Corly Brooke, Professor of Human Development and Family Studies, former Director of CELT and co-Director of Learning Communities, has retired.

During her tenure as CELT Director (1998-2008), Corly initiated many programs that continue to enhance teaching and learning at Iowa State University. Her passion for teaching has inspired numerous faculty, staff and students at ISU and beyond.

While we are sad to see her step away from the teaching role that has so inspired her, Corly now has the opportunity to fully pursue some of her other great passions in life such as gardening, spending time with family, and traveling.

The CELT staff wishes Corly all the best as she enters retirement and will continue to build upon the many outstanding programs developed during her time as Center Director.

Difficult Dialogues Workshop on Conflict Management

Paul Ladehoff, Director of Campus Mediation, University of Missouri-Columbia, will give a series of three workshops on Friday, February 11, 2011. These workshops are designed to assist faculty who are considering presenting a difficult dialogue in their course in order to foster greater understanding of varied viewpoints on important issues. More information about the workshop will be available in the Spring 2011 CELT Program Flyer.

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