

## DIRECTOR OF THE CENTER, Patricia Hoffman

It has been a great semester in The Center for Excellence and Innovation. Over 135 faculty and staff have been involved in various certificate programs, workshops and other learning opportunities. We will be beginning several certificates Spring Semester, so if you haven't had an opportunity to participate in a Professional Community please see what is available. Opportunities for spring are described in this newsletter.

With the opening of the "Connection" linking the library to the Student Union, it is now easier than ever to get involved. During Professional Development Day on Wednesday, January 8th, 2014 a wide array of professional development opportunities will be offered on campus. Many of them will take place in The Center where we also will have light refreshments

for you to enjoy. Come and check us out!

We know many faculty and staff also have ideas or needs that aren't being met. We would love to hear from you at any time. After participating in a Learning Community or coming together with similar ideas, we have had several groups of faculty ask to collaborate to develop additional certificate offerings. For me, as Director, this is exactly the direction I had hoped we would be able to follow as people see the benefit of learning and working together around the complex issues of teaching and learning.

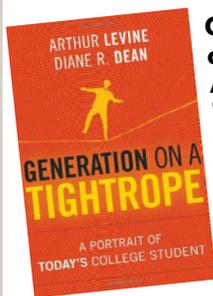


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## BOOKS IN REVIEW

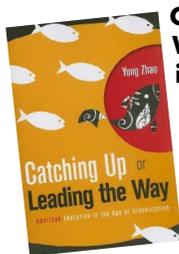
CETL has ordered multiple copies of several books that you may check out individually or for a "book club" discussion in your department or with other staff and faculty.



**Generation on a Tightrope: A Portrait of Today's College Student** (2012) by Arthur Levine and Diane Dean reminds us of the complexity of today's world and

what is facing students today as well as "group characteristics" of this generation. Their research included 5,000 college students and student affairs practitioners on 270 campuses. Researchers found three overarching themes that characterize this new cohort of students. The authors point to ways to better understand these learners as well as what can be done to improve student engagement and learning.

The Memorial Library also has *Generation on a Tightrope* available for individual or Book Club Bag group reads. **There will be 3 Book Discussions on Jan. 22, 29 and Feb. 5.** See Scholars-At-Work scheduled on page 3.



**Catching Up or Leading the Way: American Education in the Age of Globalization** (2009) by Yong Zhao.

Are schools and universities emphasizing the knowledge and skills students need in a global society? The author was raised in China and now researches and teaches in the U.S. He deftly guides readers through a series of questions we should ask ourselves about what is truly needed for competence in a global, digital, technological world. Some of the answers may surprise you.

Yong Zhao has also published a more recent book that takes up where "Catching Up" leaves off. It provides new research and insight into these same compelling questions. **World Class Learners: Educating Creative and Entrepreneurial Students** (2012). Below you will find a link to his blog.

<http://zhaolearning.com/category/blog>

## Mentoring Program

CETL also works with interested new faculty to find a **Mentor** with whom they can meet throughout the year. Our mentoring site in D2L provides resources and areas for discussion. We also provide mentors and mentees with some lunch coupons so that some of the conversations can be more informal. Please contact Patricia Hoffman if you are interested in having a mentor or in volunteering to be a mentor.

## OTHER PROGRAMS through CETL - OPEN to ALL Faculty!

### Students Consulting On Teaching (SCOT) Program

Student consultants respond to professors' invitations to gather data on classroom activities and give them feedback.

### Peer Faculty Consultation

CETL offers Peer Faculty Consultations for all interested faculty. The process is similar to the SCOT program, except that the class observer is a faculty member.

Any interested instructor can sign up by contacting the office of The Center for Excellence in Teaching & Learning, ML 88, [cetl@mnsu.edu](mailto:cetl@mnsu.edu) or by calling 507-389-5899.

## CERTIFICATE TRAINING and INDIVIDUALIZED TRAINING

### Certificate of Excellence in Online Teaching & Learning

**SPRING SEMESTER, ML 94B and Edina 306, Suite A**  
GROUP 1: Wednesdays 10:00-11:00 A.M. 2/19, 3/19, 4/16  
GROUP 2: Thursdays 11:00 A.M.-12:00 P.M. 2/20, 3/20, 4/17

These workshops will go beyond the technology of online teaching to create an awareness of how to effectively engage students and improve learning in the online environment. Our first semester will feature introductory modules to Online Teaching & Learning, Backwards Design, and Basic Technology Tools that are available through our campus. While the second semester of the program will be tailored to individual participant's needs and interests. Upon completion of the program, participants will have completed an online project and the initial Quality Matters training as well. Groups starting in the Spring will meet the Third Wednesday OR Thursday of the Month. To register for one of the CEOTL groups, contact [cetl@mnsu.edu](mailto:cetl@mnsu.edu) with certificate name along with preferred meeting time.

Target audience: Online instructors.

### Team-Based Learning (TBL) Certificate Program

**SPRING SEMESTER, ML 94B and Edina 306, Suite A**  
Wednesdays 11:00 A.M.-12:00 P.M. 1/15, 1/22, 1/29, 2/5

Facilitated by Dr. Mary Hadley. In this series of meetings you will learn to define and describe the four essential principles of Team-Based Learning (TBL), identify the benefits of TBL, and list the steps to implement TBL in a course.

Target audience: All faculty.

### Quality Matters Training

Needed for Certificate of Excellence in Online Teaching & Learning  
<http://www.mnsu.edu/its/academic/qm.html> for information about QM Training.

### Assessing Student Learning Certificate Program

**SPRING SEMESTER, ML 94B and Edina 306, Suite A**  
Thursdays 12:30-2:00 P.M. 1/23, 2/6, 2/20, 3/6, 3/20

This certificate program focuses on assisting faculty members to better assess course-level student learning, use data for ongoing improvement, and think strategically at a "systems" level. A variety of books, articles, small-group activities, and discussions will be used to deliver this curriculum. Target audience: Any faculty members interested in further developing their skills in assessing course-level learning. Dr. Paul Mackie and Dr. Don Ebel will convene the sessions.

Topics to be addressed include:

- Backward Design and Learner Outcomes
- Foundational knowledge of assessment
- Formative assessment
- Alternative Summative Assessment
- Large Group Assessment

Target audience: All faculty.

### Program-Level Assessment Certificate Program

**SPRING SEMESTER, ML 94B and Edina 306, Suite A**  
GROUP 1: Tuesdays 8:45-10:00 A.M. 2/4, 2/11, 2/18, 2/25, 3/4 OR  
GROUP 2: Thursdays 3:00-4:15 P.M. 2/6, 2/13, 2/20, 2/27, 3/6

This certificate program focuses on

identifying key elements associated with assessing student learning at the program level. Participants will learn how to guide, develop, and integrate student-learning outcomes across the curriculum. Participants will also learn how to connect learning outcomes to multiple goals and missions, develop strategies to effectively "close the data loop," and apply findings that enhance student learning. A variety of books, articles, small-group activities, and discussions will be used to deliver this training. Dr. Paul Mackie will convene the discussions.

Target audience: Department chairs, program directors, and program assessment coordinators.

### Flipped Instruction Model Certificate Program

**SPRING SEMESTER, ML 94B and Edina 307, Suite A**  
Wednesdays 3:00-4:30 P.M. 1/22, 2/4, 2/11, 2/18, 2/25

This session will use the Flipped Instruction Model. Prior to attending a session, participants will view a lesson taught by Danae Quirk Dorr. During face-to-face meeting time, participants will self assess their understanding, clarify misconceptions and share examples to deepen understanding of the process of flipped instruction.

Target audience: All faculty.

### NEW! Currently in the Planning Stages! Civic Engagement/Social Justice Certificate

SEEKING INPUT - Contact Patricia Hoffman (3233) if you have ideas or interest.

Dates and Times TBD • Target audience: All faculty and staff.

### Build-Your-Own Certificate - ON-GOING

Participants will develop their own professional-learning plan. Choose seven sessions from a variety of opportunities: Tech Tactics, Scholars-At-Work, Brown Bag Discussions and sessions from Teaching the 21st Century Learner. Times and dates will vary to meet the needs of everyone. Please see CETL calendar at <http://www.mnsu.edu/cetl/calendar.html> for specific information.

Interested individuals will need to arrange a meeting with CETL Director, Patricia Hoffman, 389-3233 or by email, [patricia.hoffman@mnsu.edu](mailto:patricia.hoffman@mnsu.edu) to create a personalized participation plan. Single session trainings listed below are listed within the STARS system.

#### Tech Tactics

**SPRING SEMESTER SCHEDULE**  
2:00-3:00 P.M., ML 94B and Edina 306, Suite A

These engaging one-hour sessions will talk about a variety of topics from current technology to new innovations to teaching methods. They are held weekly in ML 94B and in Edina Rm 306, Suite A via TelePresence from 2:00 p.m.-3:00 p.m.

Wed., Jan. 22 - Get your class actively engaged by using Chimeln, Marni Dunning

Thurs., Jan. 30 - Which "Technology Tool" should I use and why? Marni Dunning

Wed., Feb. 5 - 10 ways to engage your students through D2L, Marni Dunning

Thurs., Feb. 13 - Smartboards - what are these things? Marni Dunning

Wed., Feb. 19 - Effective Discussions in D2L, Michael Manderfeld

Thurs., Feb. 27 - TBD

Wed., March 5 - TBD

Thurs., March 20 - TBD

Wed., March 26 - TBD

Thurs., April 3 - TBD

Wed., April 9 - TBD

Thurs., April 17 - TBD

Wed., April 23 - TBD

Thurs., May 1 - TBD

Check the Academic Technology Services faculty training calendar for a complete and up-to-date list of Tech Tactics sessions. <http://www.mnsu.edu/its/academic/trainingcalendar.html>

If faculty or staff would like to register for any CETL certificate program, please send an email to [cetl@mnsu.edu](mailto:cetl@mnsu.edu) with the desired program name and day of the week as listed. For Tech Tactics, Scholars-At-Work and Miscellaneous Brown Bag Discussion, register with the STARS System. THANK YOU!

## INDIVIDUALIZED TRAINING

### Scholars-At-Work

#### Brown Bag Discussions

##### SPRING SEMESTER SCHEDULE

3:00-4:00 P.M., **ML 94B and Edina 307, Suite A**

(Wednesdays, beginning Jan. 22 through April)

Each week a MSU faculty member will share their expertise in areas of interest. Work towards a Build-Your-Own Certificate.

Jan. 22 - Book Discussion, Generation on a Tightrope

Jan. 29 - Book Discussion, Generations on a Tightrope

Feb. 5 - Book Discussion, Generations on a Tightrope

Feb. 26 - Researching Higher Education's Thorny Issues, Kellian Clink

March 5 - Excellence in Teaching: How You Can Make a Difference, Jeff Halbur and Stewart Ross

March 12 - TBD

April 2 - Challenging Our Best & Brightest Students, Giovanna Walters

April 9 - TBD

April 23 - TBD

April 30 - TBD

### Miscellaneous Brown Bag Discussions

##### SPRING SEMESTER SCHEDULE

12:00-1:00 P.M., **ML 94B and Edina 307, Suite A**

Tuesdays beginning on Jan. 14 during the Spring Semester when school is in session.

Jan. 14 - How to Use The IRBNet Site, Mary Hadley

Jan. 21 - Completing the Institutional Review Board Application Form, Mary Hadley

Jan. 28 - Institutional Review Board Requirements for Consent and Assent Forms, Mary Hadley

Feb. 4 - Advancement Via Individual Determination (AVID): Cornell Note-Taking Part 1

Feb. 11 - AVID: Cornell Note-Taking Part 2

Feb. 18 - AVID: Levels of Inquiry

Feb. 25 - AVID: Philosophical Chairs

Other Brown Bag Discussions to be based on faculty interest. Please contact CETL with your ideas or needs.

Systemwide Training and Registration Site (STARS)

<https://secure.mnsu.edu/mnscupd/login/default.asp?campusid=0071>

*Happy Holidays to All!  
We look forward to seeing you  
in the New Year!*

## MEET THE FACULTY - DR. IHSUAN LI



**Dr. Ihsuan Li** is an Associate Professor in the Department of Economics at Minnesota State University, Mankato, which she joined in 2008. Prior to Minnesota State Mankato, Ihsuan taught at Wesleyan

College in Macon, Georgia for four years. Her main areas of teaching interests are in Economics of Women's Issues and Senior Research Seminar. She has taught Principles courses in Economics and Econometrics at the undergraduate level, and Statistical Methods courses for Education and Business majors at the graduate level.

Among all the courses Ihsuan has taught in the past, she is most satisfied with teaching the upper level research course in Economics, ECON 482W, writing intensive, capstone, and applied research course that is required of all graduating economics majors. The satisfaction, Ihsuan confesses, comes at a great cost. For this particular course, the effort required on the part of students is enormous, matched only by the effort expected of the instructor teaching it. Yet, despite the cost, Ihsuan says that the satisfaction of helping students integrate their economic knowledge and produce an original research output is very much worth the effort.

This course, for which Ihsuan was nominated for the Innovative Teaching Faculty article, was a newly created course that replaced Senior Seminar. The course represented the last step in a long process undertaken by the Department of Economics in redesigning the major to reflect what students and employers need, and what the discipline can offer. Ihsuan, trained as an

applied economist, was hired to teach the final capstone course that would encapsulate the economics major students' knowledge, producing an original applied research paper to show their understanding of economic theories and econometrics techniques. This course, designed from scratch, had several goals: integrate theory with practice, showcase statistical techniques in economics, and produce an applied and original piece of research on a topic of the student's interest that meets a baseline quality. To accomplish these goals set forth by the department, Ihsuan designed a course that turned out to be a pipeline of highly competitive undergraduate research papers in the discipline of economics.

Ihsuan explains that the structure of the course, Senior Research Seminar, was designed by addressing two major problems in economic research production, namely procrastination and giving economic theory its due importance. She broke up the process into eight-ordered parts, from beginning (coming up with a topic and research question), to the end (writing up the results of the regression analyses and conclusion). Each part is graded separately, with no late submissions. The class consists of regular meetings through which she guides and facilitates the work toward the final research project, providing some basic review of econometrics, as needed. Ihsuan also provides feedback on each assignment and extra credit opportunities. To successfully complete each assignment, students devote from 4 hours to 10 hours of additional time spent outside the classroom, per assignment. Each student is required to produce a sole-authored paper, that permits the instructor to accurately assess the individual student's mastery of the subject and his/her quantitative skills.

Because of the applied nature of a research course, Ihsuan requires three one-on-one meetings with each student over the course of the semester. This aspect, which Ihsuan believes is necessary, translates into an additional 30 hours of workload above the regular office hours for her other two (preps) courses.

Ihsuan is most proud of the achievements of the students who graduated from the course. Since its inception in fall of 2009, the papers from three students have received academic recognition. A student who graduated from the course in 2010 went on to win second prize in the Minnesota Economic Association Annual Undergraduate Term Paper Contest (held by the Federal Reserve Bank of Minneapolis, competing with private and public universities in Minnesota); in 2011, a student was the runner up in a multi-region Federal Reserve Banks sponsored-essay competition and in 2012, a student was among the top four finalists in the international undergraduate research term paper competition held by the Atlantic International Economic Society.

In her final thoughts in the interview, Ihsuan expressed her belief that instructors must forcefully explain to the students that grades are measures of achievements that must be earned. She strongly believes that instructors must set high expectations for their courses. However, the instructor must also live up to that expectation in her delivery of the course content and provide the necessary guidance for the students. Overall, Ihsuan says she is very proud of the solid research output from the students, and she is very happy to see that even average students have surmounted the challenges of the course and have graduated with newfound sense of pride and achievement.