

**Center for  
Academic  
Excellence**

Dalton State College  
A Division of the Office  
of Academic Affairs

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# Journal for Academic Excellence

## Fourth Annual Dalton State College Teaching and Learning Conference: By the Numbers

Congratulations to Katie Pridemore and her volunteers for hosting a fun and fabulous teaching and learning conference on March 15.

Attendees: 95

Presentations: by DSC Faculty: 28 By visitors: 14

Poster Sessions: 6

Learning that took place: Plenty!

## Dr. Carolyn Hopper of Middle Tennessee State University to Speak at Dalton State

Dr. Carolyn Hopper, well known presenter on learning strategies, will speak to the Dalton State faculty on Friday, May 3 at 1:30 in Brown Center 105 and to a combined audience of Dalton State and local high school faculty the same day at 4:30. This presentation is a joint venture of the Center for Academic Excellence and the Quality Plan.

Dr. Carolyn Hopper is the Learning Strategies coordinator at Middle Tennessee State University. She has been actively involved with brain based learning and student success for the past twenty-five years. She has supported student success with over one hundred fifty state, regional, national, and international presentations, articles and grants.

Dr. Hopper is the author of several textbooks, most recently *Practicing College Learning Strategies 6<sup>th</sup> edition*, published by Cengage Learning. Her web site, *The Study Skills Help Page* < <http://capone.mtsu.edu/studskl/> has received well over a million hits. She has received the outstanding teacher and outstanding use of technology awards at MTSU as well



Dr. Carolyn Hopper

as being named Tennessee CASE Professor of the Year by the Carnegie Foundation for the Advancement of Teaching.

A frequent presenter and/or keynote speaker at student success conferences, Dr. Hopper conducts faculty development workshops on such topics as brain compatible learning, learning styles, learning strategies, critical thinking, learning outcomes, and time management.

It is very important for potential attendees to register for these sessions at the [CAE website](#). More information about her sessions on page 4.

## WHAT'S COMING?

The Center for Academic Excellence will be hosting a webinar on  
Instructional Design for Mobile Learning

Tuesday, April 16, 2:00-3:00, Brown 303

[Here is the link to register:](#)

[Here is info on the webinar:](#)

### ATTENTION: BOOK GROUP LEADERS WANTED!

The CAE is recruiting faculty to lead book group discussions for Fall 2013. Please contact Katie Pridemore for more information if you would like to facilitate a group.

Be on the  
lookout—  
You might be  
caught in the act  
of great teaching!

### Calling ALL Presenters!

Did you present a paper, poster, or workshop at the conference on March 15? You are invited and encourage to submit it in written form for the Summer edition of the *Journal for Academic Excellence*, which will feature those submissions. Please follow these guidelines:

Due May 4 by midnight to [btucker@daltonstate.edu](mailto:btucker@daltonstate.edu).

Please include a short professional biography.

Use APA 6th edition format (including abstract and references) along with 12-point Times New Roman font, one-inch margins on all sides, double-spaced text. Headings and sub-headings encouraged (in other words, not a great deal of dense text and long paragraphs which does not translate well to an online format).

You will receive a draft of the *Journal* to approve your article.



Safe Zone Training will be held

Tuesday, April 16, 2:00-5:00 p.m.

And Friday, April 19, 9:00 a.m. 12:00  
noon

Register at the [CAE website](#).

## Resources for

### College Teaching and Learning

Kennesaw State University has a large clearing-house for resources on college teaching. It is categorized by disciplines as well as teaching themes. Try it out:

[Conference Directory](#)

[Publications Directory](#)

Speaker and author MaryEllen Weimer maintains a website and organization named the Teaching Professor. You can receive daily articles from this source by going [here](#).

What about you? Where do you go for information about teaching and learning? Let the *Journal* know, and share your resources.

## Publication Opportunity

International Journal of Teaching and Learning in Higher Education

<http://www.isetl.org/ijtlhe/>

Submission guidelines at <http://www.isetl.org/ijtlhe/guidelines.cfm>

What they want:

Research Articles: Research articles include 15-25 page manuscripts (approximately 4,000 - 7,000 words) that are theoretical or empirical in nature. Research articles are to be well grounded in the relevant literature and present knowledge, methods, and insights relevant to higher education pedagogy. The broad scope of the journal and its diverse readership necessitates that research articles address issues that have a wide appeal and significance to higher education practitioners.

- Instructional Articles: Instructional articles are 10-20 page manuscripts (approximately 3,000 - 6,000 words) designed to explain and clarify innovative higher education teaching methods. Instructional articles, while grounded in the literature on higher education pedagogy, focus on the explanation of tentative, emerging, or alternative teaching methodologies, rather than the strict reporting of empirical data.
- Review Articles: Review articles are 3-5 page manuscripts (1,000 - 1,500 words) that include commentaries and evaluations of recently published works - books, articles, or web sites - related to higher education pedagogy.



## Summer Institute

Innovative Course Building Group

<http://icbg.wordpress.com/summerinstitute/>

## Dr. Carolyn Hopper's Presentation Topics

### Brain-Based Learning: The Right Connections for Optimal Classroom Success

Friday, May 3, 1:30, Brown Center 105

Brain research has added a great deal to what we know about how students learn. Brain-based or brain compatible learning is based on how research in neuroscience suggests our brain naturally learns best. This is particularly relevant for student success. The workshop will examine three practical principles derived from brain research and discuss how we can use what we know about how the brain operates to improve learning. We find that when both teachers and students understand these basic principles of learning how to learn, student motivation often improves. The focus of the workshop is not so much examining brain research as it is taking some brain research and applying it to practical strategies for learning how to learn and perhaps adding a framework to what you probably already instinctively do in your classroom. When we know what ingredients to use and how to combine them, the results can be surprisingly satisfying. Come join Dr. Hopper as we examine practical strategies for learning how to learn.

### Learning's Not Memorizing??

Friday, May 3, 4:30, Brown Center

For DSC and High School Faculty

You may have noticed that your idea of learning and your students' idea of learning is not always the same. Recognizing the difference and adjusting to it may be one of the most difficult concepts for student to grasp and buy into. In his book *The Art of Changing the Brain* Dr. James Zull (Stylus Publishing, 2002) reminds us that first and foremost learning causes a physical change in the brain and this change takes time. Based on what neuroscience has discovered, Zull says that there are four pillars of learning and that each of the four occurs in a different part of the cortex, the outer covering of the brain. Taking ownership of new knowledge involves a cycle beginning with getting information (sensory cortex,) making meaning of information (back integrative cortex,) creating new ideas from these meanings (front integrative cortex,) and acting on those ideas (motor cortex.) Here then are the essentials of learning:

#### 1. Gathering

New information enters the brain through the senses. We read, hear, see, or interact with new information. (Some students would like to think that reading an assignment or listening to a lecture is enough.)

#### 2. Analyzing

If students are to process this information, they must understand it, look for relevance and meaning. (Now, if I understand it, can I stop? Not if you are to own the information!)

#### 3. Creating

When we as learners convert comprehension into ideas, hypotheses, plans, and actions, we take control of the information. We have created a meaningful neural network and are free to test our own knowledge.

#### 4. Acting

The testing of the knowledge requires action for the learning cycle to be complete. Writing, speaking, drawing, or other means creates a strategy that may work for us and provides a way that we can test the newly learned information.

Students are comfortable being receivers of knowledge, gathering new information and trying to make meaning of it. Real learning, however, occurs when they take that knowledge and become producers of new knowledge. If we closely examine what good teachers do instinctively teach, we actually model that learning process. I suggest that it is well worth our efforts to make sure students realize how they learn by pointing out the model as we teach so that students are not only learning content, they are learning and experiencing a transferable process. This presentation is for all teachers regardless of their background in brain compatible learning.