

**Center for
Academic
Excellence**

Dalton State College
A Division of the Office
of Academic Affairs

**Special points of
Interest in this Issue**

- Submitting Proposals for Conference, page 2-3
- Spring Semester Book Club, page 4
- Visiting Column by Katie Pridemore, page 5
- Other News about Upcoming CAE events, page 6
- Student Engagement Techniques Reports, pages 8, 9
- Regional and International Teaching Conferences, page 10
- Congrats and Thanks, page 11
- Submitting to the Journal, page 12



Journal for Academic Excellence

Fourth Annual Dalton State Conference on Teaching and Learning to be held March 15

In 2009, the Dalton State College Teaching and Learning Center launched a mini-, half-day conference in late March that allowed faculty and staff to share their teaching expertise with peers. That successful start has now led to a full-day conference open to higher education professionals from across the region.

This year's conference will begin early on Friday, March 15, include lunch and a keynote speaker, and extend into the afternoon. In this edition of the *Journal for Academic Excellence*, readers will find information on how to submit proposals. Presenters will have the opportunity to publish their presentations in the late spring edition of the *Journal*.

Ms. Katie Pridemore, who begins her tenure as Director of the Center for Academic Excellence this month, would like to announce that the keynote speaker will be Dr. Sandra Yancy McGuire, Assistant Vice Chancellor and Professor of Chemistry at Louisiana State University. She served as the director of LSU's nationally recognized campus-wide learning center, The Center for Academic Success, from 1999 to 2009. Prior to joining LSU in August, 1999, McGuire spent eleven years at Cornell University, where she received the highly coveted Clark Distinguished Teaching Award.

In 2012 Dr. McGuire was elected a fellow of The Council of Learning Assistance and Developmental Education Associations



Dr. Sandra McGuire

(CLADEA), and in 2011 she was named a Fellow of the American Association for the Advancement of Science (AAAS). In 2010, she was named a Fellow of the American Chemical Society, and also became one of only seven individuals in the Nation to achieve Level Four Lifetime Learning Center Leadership Certification through the National College Learning Center Association (NCLCA). In November 2007 the Presidential Award for Excellence in Science, Mathematics, and Engineering Mentoring (PAESMEM) was presented to Dr. McGuire in a White House Oval Office Ceremony.

Dr. McGuire received her B.S. degree, *magna cum laude*, from Southern University in Baton Rouge, LA; her Master's degree from Cornell University; and her Ph.D. from the University of Tennessee at Knoxville, where she received the Chancellor's Citation for Exceptional Professional Promise.

Continued on page 5



Submission Guidelines for Proposals for the Fourth Annual Dalton State College Conference on Teaching and Learning

Any questions about the proposal submission process should be addressed to kpridemore@daltonstate.edu

Proposal Deadline: Friday, February 15, 2013

Theme: Innovation in the Classroom: Reaching Today's Students

General guidelines and information:

Titles should clearly reveal the topic of the session.

Proposals should explain how they support the conference's theme and should focus on undergraduate education and cross-disciplinary application; however, a proposal about teaching in a specific discipline is also acceptable.

Preference will be given to proposals that emphasize practical, research-based approaches that can be adapted by participants from a variety of disciplines for immediate use in their college or university classes or academic programs.

Tentative session times:

9:00 a.m. 11:00 a.m. 2:00 p.m. 3:00 p.m. 4:00 p.m.

Meeting rooms will contain PC software, projector, and DVD/CD players.

All submissions, regardless of type of session desired, must include a 200 word (maximum) proposal. See guidelines below for session type descriptions and information required in proposal.

Many of the sessions will run once in the morning and once in the afternoon, allowing participants two opportunities to attend sessions of interest to them.

Types of presentations: (Each session's length is 45 minutes).

Panel (2-4 speakers on a similar topic occupying 1 session). A group of presenters may submit a proposal for a panel or conference organizers may place similar presentation topic proposals on a common panel. Panel submissions from a group must include a proposal outlining the panel's presentation.

iPad Panels: These specific panels are reserved for those DSC faculty and staff members who received iPads and are required to present at this conference. Submissions for iPad Panels must clearly indicate that the presenter is an iPad recipient and must include a proposal outlining the presenter's topic. Conference organizers will use these outlines to place similar topics together on common panels accordingly. (Note: iPad recipients may instead choose to submit a presentation or workshop, if desired.)

A faculty member who uses iPads but was not a recipient of an iPad at the December faculty meeting can also submit a proposal to be on a panel or a full presentation, if desired.

Presentation: (1 speaker occupying 1 session). A single presenter may present original research on college pedagogy (as per Scholarship of Teaching and Learning guidelines). Presentation submissions must include an abstract. Presentations should be engaging and allow time for questions at the end.

Workshop: (1 or more presenters occupying 1 or more sessions). Interactive session on practical aspects of student engagement, cooperative learning, classroom management, student motivation, etc. Submission for a workshop must include a proposal indicating the learning outcomes of the workshop, the value for participants, and learning activities that will be used. Presenters should focus on audience involvement as opposed to lecturing. A workshop may span more than one session, if necessary.



Submission Guidelines for Proposals for the Fourth Annual Dalton State College Conference on Teaching and Learning

Poster Session: Held in one of the rooms throughout the conference. Poster proposals should pertain to the conference theme. The format for posters should be standard tri-fold or 36" x 24" posters. You will be required to provide your own easel or stand. PowerPoint presentations may also be used, but presenters must use their own laptops. Poster Session submissions must include a proposal describing the content and format of the poster. Based on submissions, conference organizers may determine that a poster session is the appropriate format for a presentation, workshop, or panel submission.

All accepted proposals will be eligible for publication in the *Journal of Academic Excellence* of Dalton State College in its *Proceedings* edition to be published in late Spring. However, if students are used as subjects in the research, proof of IRB approval must be available before publication; preference to research proposals that include that documentation will be given.

Specifications for proposal submission:

Proposals should be emailed to dwest@daltonstate.edu no later than 11:59 p.m. on Friday, February 15.

Email submissions should include two separate one page files (Microsoft Word or PDF):

File 1: (One page)

Name

Desired presentation format (panel, presentation, workshop, poster session)

Desired Session time preference, if necessary.

Topic

200 word (maximum) proposal

File 2: (One page)

Desired presentation format (panel, presentation, workshop, poster session)

Desired Session time preference, if necessary.

Topic

200 word (maximum) proposal

THIS FILE SHOULD NOT INCLUDE ANY IDENTIFYING INFORMATION FOR BLIND REVIEW (THIS INCLUDES THE FILE NAME).

Proposal Review Process:

Presenters will receive email notification that the submission was indeed received.

Once received, proposals will go through a blind review process consisting of faculty members from differing disciplines.

Presenters will be notified by **Friday, March 1** of acceptance or rejection.

If a proposal is accepted, the presenter will be sent an email indicating the final accepted format for submission.

If a proposal is rejected, the presenter will receive feedback indicating the reason for proposal rejection.



BOOK CLUBS FOR SPRING



The Art of Lecturing : A Practical Guide to Successful University Lectures and Business Presentations

by Parham Aarabi

[AMAZON LINK](#)

[BARNES AND NOBLE LINK](#)

[BETTERWORLD BOOKS LINK](#)

This volume is a simple and clear guide to lecturing. It offers strategies for successful lectures in the academic and business communities. Told from a lecturing mindset, this book aims to combat fear and nervousness, while presenting successful tricks and tactics. Parham Aarabi discusses a wide array of practical ideas that may surprise and help even the most experienced public speakers. In addition, Aarabi provides a unique insight into lecturing for 21st century audiences based on his own lecturing experiences at the University of Toronto and Stanford University. Aarabi is the winner of the 2004 IEEE Mac Van Valkenburg Early Career Teaching Award for 'inspirational classroom instruction' and founder and director of the Artificial Perception Laboratory at the University of Toronto.

Team-Based Learning: A Transformative Use of Small Groups in College Teaching

by Larry K. Michaelsen, Arletta Bauman Knight, and L. Dee Fink

[AMAZON LINK](#)

[BARNES AND NOBLE LINK](#)

[BETTERWORLD BOOKS LINK](#)

This book describes team-based learning (TBL), an unusually powerful and versatile teaching strategy that enables teachers to take small group learning to a whole new level of effectiveness. It is the only pedagogical use of small groups that is based on a recognition of the critical difference between "groups" and "teams", and intentionally employs specific procedures to transform newly-formed groups into high performance learning teams.

This book is a complete guide to implementing TBL in a way that will promote the deep learning all teachers strive for. This is a teaching strategy that promotes critical thinking, collaboration, mastery of discipline knowledge, and the ability to apply it.

Editor's Column: Guest Columnist



Ms. Katie Pridemore

Assistant Professor

of Mathematics

Director, Center for Academic

Excellence

A Glimpse of What's In Store

First off, I'm really excited about my new position as CAE Director. Building on the momentum from last semester we've got a lot of great events and activities planned for this Spring. In particular, in addition to book clubs, D2L training, webinars, speakers, and the upcoming Teaching and Learning Conference, I'm excited to share two programs that the CAE is implementing soon.

The first program is the **Caught in the Act of Great Teaching** award. I came across this at a Teaching and Learning Director's Meeting when Augusta State University's Teaching and Learning Director shared the idea. The basic premise is that students, staff, and faculty members nominate outstanding faculty members for the award. After reviewing nominees, a winner is selected. The award consists of a certificate recognizing the accomplishment and a prize package including DSC swag provided compliments of the Athletics Department! To add to the excitement, the recipients will be presented with the award just before one of their classes. This will allow the students to take part in the thrill of their teacher being "caught in the act of great teaching."

I know, I know. It's a little cheesy, but we've got some exceptional faculty members who

deserve recognition! This Spring we'll start by "catching" three people in the act, one in February, one in March, and one in April. So... beware: soon you may be reported and "caught in the act of great teaching"! Please look forward to more information once we finalize the nomination and review process.

The second program is the **Open Classroom Initiative** where instructors can designate specific classes to be "Open Classrooms." Once a class is designated as an open classroom other instructors can contact the open classroom instructor to set up a time to attend a class meeting. The idea is that we as faculty have so much to offer each other through our varying teaching methods. Observing others' teaching techniques will open us to see new ways of presenting material, whether we're visiting a class we normally teach or even one outside of our discipline. We're finalizing the details of this program so please look forward to information on how you can open your classroom (or visit someone else's)!

This is just a taste of what we at the CAE have planned for you. I hope you're as ready and excited as I am to roll these programs out! And, as always, I welcome your feedback. My door is always open.♦

CENTER FOR ACADEMIC EXCELLENCE PROGRAMS AND ACTIVITIES FOR SPRING 2013

Do you want to learn some tips on how to retain students by keeping them engaged? You're in luck! On **Friday, February 1 from 3:00-4:30 in Brown 105, Dr. Meghan Burke** from Kennesaw State University to speak on the topic of Student Retention. Refreshing drinks shared afterward at Garcia's.



Dr. Burke

Retaining your Students

In order to rise to the challenge of Complete College Georgia and to keep our students in college, we need to keep them (and keep them successful) in our classes. Many of our classes have high withdrawal (W) rates. There ARE things we can do about it. This workshop will discuss strategies for keeping students engaged in our classes, and reducing our W rates.

Meghan Burke, D. Phil., is the Associate Director for Mentoring for Faculty and Student Success at the Center for Excellence in Teaching and Learning at Kennesaw State University, as well as a Professor of Mathematics in the Department of Mathematics and Statistics at KSU. In 2004, she won the Kennesaw State University Distinguished Teaching Award, and in 2012, she won the Kennesaw State University Distinguished Service Award. Her areas of expertise in faculty development include new faculty orientation programs, department chair and leadership support, and support for faculty through the tenure and promotion processes. She also regularly presents on Living Up Lectures, Retaining your Students, and Assessing your Teaching Effectiveness.

[Register here for this event](#)

Dr. Carolyn Hopper, Professor of English and Coordinator of Learning Strategies at Middle Tennessee State University, will present workshops on campus, Friday, May 3. More information will be forthcoming.

This opportunity is open to all faculty and staff and is sponsored by the Quality Enhancement Plan. Dr. Hopper, spoke here in 2009 and has a great deal of wisdom to share about first-year students. Her topics will be "Providing Students with an Framework for Optimal Learning" and "Meeting The Challenge: Learning's Not Memorizing" Helping Our Students Discover What Learning Is"



Dr. Carolyn Hopper

**Desire2Learn is
HERE!**

Need Training?



- Tuesday, Feb. 5, 3:00-5:00: **D2L Overview Training Session**
- Wednesday, Feb. 6, 3:00-5:00: **D2L Overview Training Session**
- Thursday, Feb. 7, 12:15-1:15: **D2L Rubrics Training Session**
- Friday, Feb. 8, 12:15-1:15: **D2L Gradebook System Training Session**
- Monday, Feb. 11, 2:00-3:00: **D2L Open Lab Hour** (During this session, just drop in and get specialized assistance with any difficulties you're having with your specific courses.)

[Register here for these events.](#)

McGuire Keynote, *continued from page 1*

On her website, <http://chemistry.lsu.edu/site/people/Faculty/Saundra%20McGuire/item1128.html>, Dr. McGuire states, “My work with faculty involves the development of pedagogical techniques that facilitate mastery learning. This involves helping faculty understand the characteristics of today's undergraduate student population, helping them recognize the incongruence between the requirements for success in high school science courses and university courses, identifying common misconceptions that inhibit learning, and helping

them implement specific pedagogical techniques that maximize student learning outcomes. “

The editor of the *Journal* was privileged to hear Dr. McGuire's presentation on metacognition skills at the 2011 SACS conference in Orlando. She can truthfully say that it significantly altered her approach to the classroom. Dr. McGuire's presentation style is friendly, warm, and real, and she speaks from both a theoretical and a practical, hands-on experience of many years with many types of students. Dalton State is fortunate to have Dr. McGuire as the keynote to a conference that is growing stronger every year.♦

Information about Dr. Saundra McGuire's Presentations
at the Dalton State College Conference
on Teaching and Learning

Keynote Title: Teach Students HOW to Learn: Metacognition is the Key!

Description: Today's students enter college with widely varying academic skills, interests, and motivation levels. Faculty lament that students are focused on grades, but do not want to spend time actively engaged in the learning process. Most students think that memorizing information is tantamount to learning the material, and spend considerably less time studying than is commensurate with their grade expectations. This presentation will provide a variety of cognitive science based strategies that will get students to engage in learning activities.

Breakout Session Title: Motivating Students: It May Be Easier than You Think!

Description: Motivating today's students to actively engage in learning activities proves challenging for most faculty. However, as James Raffini presents in *150 Ways to Increase Intrinsic Motivation in the Classroom*, when the psychoacademic needs of students are met in creative ways, student motivation soars. This presentation will engage faculty in a discussion of addressing student needs for autonomy, competence, relatedness, self-esteem, and enjoyment in order to significantly increase student motivation.

Faculty Input: Utilizing Student Engagement Techniques Discussed in Fall 2012 Reading Circles



Dr. Natalie Trice

Assistant Professor of English

Split-Room Debate

Inspired by the description of Set 12, “Split-Room Debate,” in Elizabeth F. Barkley’s *Student Engagement Techniques*, I decided to give it a try in my ENGL 3210: Multi-ethnic American Literature course. The class is currently reading Junot Diaz’s *The Brief Wondrous Life of Oscar Wao*, a *New York Times* Bestseller and winner of the Pulitzer Prize; it is also a book laced with an extraordinary amount of profanity. I knew ahead of time that some students appreciated what they felt was the “authenticity” of the language of the troubled, young, male, Dominican-American main character; other students were bothered, based in both creative and moral objections, by the curse words and blunt descriptions of sexuality. I started by writing the following prompt on the board: “The profanity adds something of value to *The Brief Wondrous Life of Oscar Wao*.” I then proceeded to direct students to sit on opposite sides of the room, according to whether they agreed or disagreed with the statement. I tried to establish some ground rules before we began: one point per speaker, one speaker at a time. We began with someone in agreement with the statement (pro); then after he had stated his reasons why, the student chose someone on the opposing (con) side of the room to respond. She then stated her case and selected someone from the “pro” camp, and we continued thusly. Although there were many more students who agreed with the original statement, the conversation still remained fairly well balanced as far as each side having equal time to express its reasoning. Students really seemed animated by the discussion (a little too animated at moments given the topic!); however, I feel that all class members valued the opportunity to formulate their opinions and express them openly, no matter which side they fell on. Also, even before my prompting, two of the more vocal students (one on each side) stated that they had heard things they had not considered from the opposite point of view from their own and appreciated the new perspective.♦



Dr. Marina Golding-Smitherman, Assistant Professor of Biology

Incorporating games motivates millenials

Working through Elizabeth Barkley's book on student engagement techniques, Tip/Strategy number 46 "Incorporate Games" caught my attention because my initial reaction was "this is college, not middle school." However, Barkley rationalizes this approach by quoting a student showing that 65% of college students are regular or occasional gamers and 32% play games in class that are not part of instruction (Barkley, 2010). Clearly the needs and lack of intrinsic motivation of many millennial students encourages us to make classes as engaging as possible and more like fun than work, so I decided to give it a try.

One suggested game was Bingo, which appealed to me as simple rules make it quick and easy to implement. The terminology in Anatomy & Physiology is frequently a stumbling block because the root words are mostly Latin and Greek. I targeted a topic that students often struggle to find intrinsic motivation for that I like to call the 'S' word chapter. For example, in classifying joints students must master words including synchondroses, symphyses, synarthroses, syndesmoses, synovial; the list goes on and on. I accessed the website <http://print-bingo.com/bingo-cards-custom.php> to design free cards with the goal of having students competitively paying close attention to lecture whilst familiarizing themselves with these words. Students could also be encouraged to create their own, although potentially this would lead to an absence of winning cards.

The cards were trialed in two classes with competition as the only incentive, alongside a class with higher average GPAs using chocolate as reward. Class credit did not seem an option because the word distribution and assigning of the cards was random. As the classes progressed, students began to demonstrate progressively higher levels of interest and surprised me by asking academic questions designed to prompt me to use the words on their card and increase their chances of winning. In addition, they were paying close-enough attention to berate other groups for not completing cards sooner because the students had missed words already covered. It truly felt for a moment as though the class was running itself, and I was merely watching a drama unfold.

This game technique of 'flow' or the state of engagement in which people are so involved in an activity that nothing else seems to matter (Murphy, 2011) was above and beyond what I was expecting from this simple activity. Significantly, the competition of the game alone was motivating enough even among students who score less well on tests. I cannot think of any faculty member who would not appreciate this level of engagement with little additional preparation. I did see an improvement in recall of these words upon prompting and a moderate rise in the number of students answering those questions correctly on the test. However, the increase in motivation level that stemmed from the game is much more valuable as this likely had a broader impact that lasted beyond one class period and one topic. It suddenly seemed like they cared about the 'S' words so I may now agree with Herbert Hoover, that competition is truly an incentive to progress. ♦

References:

Barkley, E., (2010). *Student engagement techniques*. San Francisco: Jossey-Bass (Wiley).

Murphy., C. (2011). *Why games work and the science of learning*. McLean, VA: Alion Science and Technology.

Regional and International Teaching and Learning Conferences

University System of Georgia Teaching and Learning Conference - April 4-5, 2013

<http://www.usg.edu/facultyresources/conference/>

Georgia Conference On College & University Teaching at Kennesaw State College - February 15-16, 2013

<http://www.kennesaw.edu/cetl/conferences/gaconf/2013.html>

Teaching Matters Conference at Gordon College in Barnesville, GA—March 22-23, 2013

(proposals due February 14, 2013)

<http://www2.gdn.edu/teachingmatters>

EDUCAUSE Regional and National Conferences

<http://www.educause.edu/conferences-events>

Teaching Professor Conferences

<http://www.magnapubs.com/conferences/>

Lilly Conferences on College and University Teaching

<http://lillyconferences.com/>

International SUN Conference on Teaching and Learning

<http://cetalweb.utep.edu/sun/>

Professional Organizational Developers (POD) Conferences

<http://www.podnetwork.org/conferences.htm>

To facilitate campus-wide knowledge of CAE activities, starting February 11 a bi-weekly email will circulate, reminding faculty and staff of CAE opportunities.



Kudos (and not the candy bar kind)

The *Journal* would like to thank and recognize three ladies on campus for their tireless work in support of faculty development. We probably don't say thank you enough to the people in our lives, so let's spread some encouragement by "seeing" and "saying" the great and helpful work our colleagues contribute. If you would like to contribute to this page and thank a colleague, let the editor know (btucker).



Linda Massey is the campus photographer extraordinaire. She works in the Office of Marketing and Communication, and she documents through the camera all campus events, including CAE workshops and activities.

She is so gracious when she takes a photo—doing it quickly and unobtrusively and putting up with our grimaces when we see the camera. She also is the mastermind being the monthly *eQuill* (a big task) and the weekly *Bulletin*, keeping us informed about everything from important events to missing pets. She gives invaluable advice (and photos) to the Editor of this journal. Thank you, Linda, for keeping us informed and making us look good digitally.

It's hard to think of anyone on campus busier than **Pat Horton**, who has the dual role of Instructional Technology Specialist/Interim Webmaster. Especially in this first semester of Desire2Learn— how many frantic emails and phone calls has she received from faculty who are staring at a screen and wondering, "Where in the world is....?" Yet she calmly and patiently instructs us in the way that we should go when it comes to navigating this new learning platform. Thank you, Pat, for enduring our procrastination and technology fears in this challenging transition time. As she recently wrote, "Change does not always mean progress, but progress always means change!"



There are many, many things that we could thank **Dr. Christy Price**, Professor of Psychology for, especially representing our college well at the national level. If the reader doesn't know about her recent prestigious award as a U.S. Professor of the Year from the Carnegie Foundation, check out the college website. However, this kudo (and I'm not sure that word can exist in the singular) is for her leading the Center for Academic Excellence in a new direction in Fall 2012 and for making her members feel important and appreciated. Thank you for the gift cards and other "swag" distributed at last semester's faculty meeting. Thank you for making faculty development a mission in your life. Thank you for funny videos in faculty retreat and for soliciting speakers from all over the country.



Journal Submission Guidelines and Editorial Policies

1. Faculty members (and professional staff) may submit the following:
 - Book reviews on scholarly works on higher education administration or issues, college teaching, or adult learning published within the last two calendar years.
 - Scholarship of Teaching and Learning research. This is defined as a study in which an activity, strategy, approach, or method that reflects best practices or evidence-based research is tried in the classroom. The faculty member sets up an intervention, executes it, and assesses the impact, employing quantitative or qualitative methods. Articles should indicate that IRB process was followed where applicable, with documentation.
 - Literature review that synthesizes, in a relevant and interesting way, the evidence, theory, and/or research on a particular aspect of higher education, college teaching, adult learning, brain research, etc. Professional staff could write about issues in student services or advising, for example.
 - Essay of personal reflection of a classroom incident or phenomenon with an evidence- or theory-based approach to interpreting the incident or phenomenon.
2. Style Sheet
 - Submissions should be in APA VI format; Times New Roman 12 pt. font. Use APA guidelines in terms of margins. The writer should try to preserve his or her anonymity as much as possible. Obviously, the discipline will narrow down the writer's identity in many cases. The editor will redact the name of the writer from the document's title page before sending to reviewers.
3. Review Process
 - The submissions will be peer reviewed by three faculty members, whose identity will be known only to editor and not to each other. One member of the review committee will be a faculty member in the general discipline represented in the article, one will be a faculty member with an advanced degree in education, and one will be drawn from the advisory committee or other volunteer reviewers.
 - Articles will be returned to the writers in a timely manner with an indication of rejection; conditional acceptance (revise and re-submit, with suggestions for doing so), and accepted (possibly with request to edit or make minor changes). A rubric will be used for assessing the articles. It will be available to potential submitters upon request. If none of the members approves the article, it will be rejected. If one of the members approves the article, it will be considered a conditional acceptance. If two approve it, it will be returned for the necessary editions and published when finished. If three approve it, it will be published as is or with minor corrections.
4. Submissions should be sent as Word files to btucker@daltonstate.edu
5. Published articles will appear in the *Journal for Academic Excellence*, which will be available on the Center for Academic Excellence's website and thus accessible by Internet searches.