



December 2017

Volume 5, Issue 2

# Journal for Academic Excellence

The books are about to close on Fall Semester 2017. Time to reflect.

With your reflection, please be sure to focus on the positive experiences as well as—or perhaps more than—the negatives. What went well? When did the students astonish you with something thoughtful, creative, well-researched, or just plain excellent? When did you experience real energy in the classroom or in an interaction with a student? I challenge you to include that when you do your WEAVE assessments, as well as creating action plans for quality improvement.

This issue of the *Journal for Academic Excellence*, Dalton State's unique journal for teaching and learning news, is especially full of notices about DSC faculty accomplishments and

awards. We have a dizzying amount of recognitions to publish in this edition—keep them coming. Our next edition will be in February. Additionally, please consider being a content creator for the *Journal* through a personal essay or through a scholarly article on college teaching. Even an essay responding to something in the *Journal* is welcomed.

Also in this issue you will find information on the next round of ALG Textbook Transformation Grants, calls for proposals for two conferences, news about instructional technology, and some thoughts on new faculty orientation and how we might encourage our students in their success. At this holiday time, let's remember the importance, value, and rewards of what we do in the classroom.

## IN THIS ISSUE

Round Eleven Textbook Transformation Grants: Call for Proposals	page 2
Upcoming Teaching and Learning Events and Opportunities	pages 3-4
Faculty and Staff Accomplishments	pages 5-12
Editor's Column: A Sort of Manifesto	page 13-14
Technology Instruction News by David O. Brown	pages 15-18
New Faculty Orientation	page 19-21

## Announcing ALG Textbook Transformation Grants: Round Eleven

Our [Request For Proposals \(RFP\) for this year's Textbook Transformation Grants](#) is now live, with some substantial changes to the application over previous years.

We will have two rounds with more funding available per round, meaning a larger group of teams and colleagues will contribute to a more social and engaging Kickoff Meeting.

New features of Rounds Ten and Eleven Textbook Transformation Grants are:

### **UNG Press Services**

The UNG Press will work with grant teams who would like their help with services such as double-blind peer review, project management, editing, layout, and proofreading. You can add UNG Press services to your grant's budget.

### **Mini-Grant for OER Revisions and Ancillary Materials Creation**

This is a chance for faculty to revise, adapt, and enhance materials that were created through ALG funding. All ALG resources are located in the GALILEO Open Learning Materials repository. Original OER authors or other faculty who have adopted OER but need support to improve the resource, adapt the resource to meet their course, and/or create ancillary materials are welcome to apply.

### **CC-BY Open Licensing by Default**

All newly-created grant resources will be under a Creative Commons Attribution License, ensuring both the proper attribution of a resource and the maximum amount of open permissions for faculty using these resources.

Exceptions are made if the work is adapted from a licensed work with more restrictions (such as share-alike or non-commercial).

### **Core Curriculum Focus**

Affordable Learning Georgia is targeting USG Core Curriculum courses in a new effort to make an even bigger difference statewide in general education.

Please consider applying for Round Eleven! If you have any questions, please send them to Jeff Gallant, Program Manager of Affordable Learning Georgia, at [jeff.gallant@usg.edu](mailto:jeff.gallant@usg.edu).

UNIVERSITY SYSTEM OF GEORGIA  
**TEACHING & LEARNING**  
CONFERENCE

---

**CALL FOR PROPOSALS EXTENDED**

**USG Teaching and Learning Conference  
Best Practices for Promoting Engaged Student Learning**

**April 4-6, 2018**

**UGA Hotel and Conference Center  
Athens, GA**

**NEW SUBMISSION DEADLINE: DECEMBER 31, 2017**

You are invited to propose a presentation for the 2018 University System of Georgia Teaching and Learning Conference: Best Practices for Promoting Engaged Student Learning.

**Conference Description**

This conference is designed to bring educators and outstanding students together to connect in conversations about active learning and student engagement. Join us for 2.5 days of outstanding concurrent sessions, keynote speakers, poster sessions, and lightning talks. Session presentations will address a wide range of topics. Areas of interest include but are not limited to:

- Developing Students' Critical Thinking Skills
- Distance Learning/Blended Learning
- Open Educational Resources
- Collaborative Models
- Liberal Education and America's Promise (LEAP)
- Innovations in Instructional Technology
- Complete College Georgia Efforts

**Student Involvement**

Faculty presenters are encouraged to propose a session with an outstanding student or team of students to give attendees a chance to hear from students themselves about how these efforts affect their learning experience.

**Submit Your Proposal**

To submit your proposal please visit the conference website at:  
[http://www.usg.edu/facultydevelopment/teaching\\_learning\\_conference/proposals](http://www.usg.edu/facultydevelopment/teaching_learning_conference/proposals)

**Conference Website**

For further information visit the conference website at:  
[http://www.usg.edu/facultydevelopment/teaching\\_learning\\_conference](http://www.usg.edu/facultydevelopment/teaching_learning_conference)

**Or Contact**

Marie Lasseter <Marie.Lasseter@usg.edu>

Or

Irene Kokkala <Irene.Kokkala@ung.edu>

# Teaching Matters

## “Quality and Affordability in Education”

### 16th Annual Interdisciplinary Conference

### Thursday and Friday, March 8-9, 2018

#### About the Conference

Teaching Matters is celebrating its sixteenth annual interdisciplinary conference in 2018 at Gordon State College on its main campus (Barnesville, Georgia). Presentations/discussions will focus on innovative and creative pedagogical methods, approaches to various texts and/or concepts, and theories. The conference is open to all of those who have a passion for pedagogy; conference presentations are designed so that educators can share ideas and strategies that promote student success, student engagement, and active learning.

#### About this year's theme

In recent years, there has been a move toward affordability in education - from all levels of government, college and university administrations, educators, students, and families. Indeed, just in the last decade, textbook costs have increased by over 80% and student debt continues to grow. While this push is understandable with the rising costs of education and the necessity of education for gainful employment, there are also concerns about what affordability means for quality in education. Educators strive to provide the highest quality instruction possible, but financial constraints can make that seem unachievable. It is important for educators to continually work together to explore various modes of promoting quality and affordability, whether it be application of pedagogical theories, implementing teaching techniques, or using educational technology. Therefore, "Quality and Affordability in Education" provides a broad platform for educators to share innovative ways they provide quality affordable education. Of course, we also encourage proposals not directly related to the theme.

#### Potential topics could include, but are not limited to the following:

- Measuring and assessing quality in education
- Defining affordable education
- Incorporating affordable technology in the classroom
- Using Open Educational Resources (OER)
- Recognizing students' needs for affordability
- Translating course evaluation feedback into quality and affordability
- Affordability and access to education

Please note there will be a \$50 *early* registration fee, and all participants are responsible for their own expenses. Direct any questions to the CETL Director, Dr. Anna Higgins-Harrell at [a\\_higgins@gordonstate.edu](mailto:a_higgins@gordonstate.edu).

All proposals are due January 5, 2018. Proposals will undergo peer review. Please download and complete the [submission form](#). Then, send completed individual and panel proposals to [Teaching-Matters@gordonstate.edu](mailto:Teaching-Matters@gordonstate.edu).

## DALTON STATE FACULTY AND STAFF AWARDS, ACHIEVEMENTS, AND ACCOMPLISHMENTS



Dr. Carl Gabrini, Assistant Professor of Accounting and new faculty member in the Wright School of Business, published four scholarly/practitioner articles in 2017:

- “Big Data, Small Government” *Business Analytics* (2017, Fall)
- “Revisiting Change Management” *PA Times* (2017, September 19)
- “ERM in State and Local Government” *PA Times* (2017, June 20)
- “Defining Accountability in a Complex World: An Example Involving the Inspector General Empowerment Act.” *PA Times* (2017, March 21)

The *PA Times* is affiliated with the American Society of Public Administration (ASPA). It is an academic/practitioner society geared to those with interest in public management .

Dr. Gabrini also completed an intensive five-month Post-Doctoral Bridge Program in Accounting and Finance at the Warrington College of Business, University of Florida, in July of 2017. The program is offered in consultation with the AACSB, which accredits the Wright School of Business.



The National Honor Society, Sigma Tau Delta, has been chartered at Dalton State College through the efforts of Dr. Jennifer Randall and Dr. Susan Eastman of the English Department. Dalton State's chapter is called Alpha Chi Phi and is open to any student with a 3.0 average who has taken two English courses beyond the English 1102 course. The English Department is very excited to begin this new Honor Society at Dalton State and welcome all members who fit the criteria. This year's charter member officers include Madi Lea as President and Nathan Tucker as Vice President.



Dr. Ronda Ford, part-time faculty in the Department of Communication, performed two pieces at the Florida Flute Association Conference in January of 2017. She then played two pieces at the College Music Society Great Plains Chapter Conference in March of 2017 at the University of Nebraska-Lincoln. Both of these performances were by audition.



Dr. Andrew Meyer, Professor of Biology, completed the University System of Georgia Accelerated Leadership Academy on November 15.

## DALTON STATE FACULTY AND STAFF AWARDS, ACHIEVEMENTS, AND ACCOMPLISHMENTS



Dr. Aisha Meeks, Assistant Professor of Accounting in the Wright School of Business, recently published the following articles:

- “Limited Liability and Indemnification Clauses: Bankers’ Perceptions of Auditor Independence and the Effects on Loan Decisions,” in *Accountancy Business and the Public Interest*, 2017.
- “Obesity and Social Inequality in America: Cultural and Empirical Determinants,” in *Journal of Academy of Business and Economics*, 2017.
- “Are Small Firms Prepared for the Port?,” in *Business Analytics*, Spring 2017.

Dr. Meeks also serves the American Accounting Association, a national organization, as Committee Chairperson for the Diversity Section, a two-year commitment. In this role she is the Midyear Meeting Co-Chair and successfully planned the 2017 Diversity Section Meeting held this November in New Orleans. She also has a paper accepted to the Southern Economic Association Conference, which will take place in Tampa, Florida, November 2017.

Dr. Meeks also established a student column in the Wright School of Business publication *Business Analytics*. The first installment was co-authored by Dr. Meeks and accounting student Marshall Jones and entitled “Business Professionals Run Boldly” (Fall 2017).

Dr. Jenny Crisp, Associate Professor of English, presented ““As He Sang the World Began to Fall Apart”: The Gothic Madman of Prufrock and Other Observations” at the 89<sup>th</sup> annual meeting of the South Atlantic Modern Language Association on November 4, 2017.

Dr. Crisp also fostered undergraduate research through helping two students publish papers. Dalton State English student Dessi Gravely contributed “Transmission and Permanence of Slang in the English Language,” to the peer-reviewed journal for undergraduate research, *LURe*. The journal, which focuses on literature, film theory, and cultural study, is published annually by the University of West Georgia.

Ms. Gravely was joined by Madeline Bilbra who published “Silent Differences in English that Divide American and British Spelling.” Both students wrote the papers as an assignment in Dr. Jenny Crisp’s History of English Language course.

Dr. Barbara G. Tucker, Chair of the Department of Communication, completed her coursework to be a Certified Peer Reviewer for Quality Matters in October 2017.

## DALTON STATE FACULTY AND STAFF AWARDS, ACHIEVEMENTS, AND ACCOMPLISHMENTS



Dr. Marilyn Helms recently published an article with Steve LeMay, Bob Kimball, and Dave McMahon, (2017): "Supply Chain Management: The Elusive Concept and Definition" in *The International Journal of Logistics Management*, 28(4), 1425-1453. The permanent link to this document is: <https://doi.org/10.1108/IJLM-10-2016-0232>



Donald E. Davis, Ph.D., a part-time Dalton State College instructor teaching eCore sociology courses, was Visiting Professor of American Studies at the Transylvania University of Braşov in Braşov, Romania during Spring Semester 2017. He taught a course entitled "American Utopias," from February 2017 to June 2017. Dalton State College was required to sign an official collaboration agreement with the Transylvania University of Braşov as Davis taught his eCore course while in Romania.

Davis is featured in the newly released documentary film "The Breaks: Centuries of Struggle," which is narrated by noted television personality Mike Rowe. The film, an environmental history of the Grand Canyon of the South, has received numerous awards, including the Audience Choice Award for Best Feature Film at the PUSH Film Festival.

Davis delivered the plenary address: "Sustainable Development in the Appalachians and Carpathians: Patterns, Problems, and Prospects," at the International Conference, "Appalachians/Carpathians: Sustainable Development in Mountain Regions." The conference was held in Yaremche and Rakhiv, Ukraine, September 19-21, 2017.



Ms. Jackie Daniels, Associate Professor of Communication and Theatre, and Ms. Kim Correll, Lecturer in Communication and Theatre, presented a workshop at the Georgia Theatre Conference on October 13, 2017, in Carrollton, GA. Their program was "I Meant to Say that...: Learning to Find an Objective" and emphasized the importance of having an objective by reinforcing the need to make strong choices in an acting situation. Ms. Daniels and Ms. Correll used improvisation for reinforcement of the ideas, to which the students in attendance responded well. The workshop was well received a new concept for many of the students.

## DALTON STATE FACULTY AND STAFF AWARDS, ACHIEVEMENTS, AND ACCOMPLISHMENTS



Dr. Tami Tomasello and students Marlen Hernandez and Monica Prince McDaniel of the Department of Communication presented original research in a panel titled, *Amusing Ourselves to Death in the 21st Century: Contemporary Perspectives on Neil Postman* at the annual conference of the Georgia Communication Association in February 2017.

At this same conference, Mr. Jerry Drye sponsored three students, Monica Prince McDaniel, Josh Beard, and Sean Self, to present their research from his Applied Communication Research Methods course. They had spent a semester in qualitative research about faculty use of humor and storytelling in the classroom.

Also presenting at GCA were Ms. Amy Mendes, "What Even is Plagiarism? Measuring Undergraduates' Comprehension of Source Attribution Standards in a Public Speaking Class;" Dr. Sarah Min and Mr. Jerry Drye, "The Power of Humor Communication in Classroom;" and Dr. Barbara Tucker, "What Do We Really Know About OERs, Anyway?"

In August 2017, Dr. David Williams, Associate Professor of Marketing in the Wright School of Business, was invited to join the Direct Selling Education Foundation's (DSEF) Fellows Program. He was nominated by the Chair of the Marketing Department at Babson College (Wellesley, Massachusetts) based on the impact of his social media marketing research. DSEF Fellows are given a two-year opportunity to work with the Foundation and industry executives to gain deeper insights into this channel of distribution, both as a go-to-market business strategy and pathway to micro-entrepreneurship. He plans to take students to a DSEF conference for networking with leaders in this field and to bring one or more DSEF members to speak at DSC.

Incorporating the high-impact practice of student research, Dr. Williams co-authored an article with Max England, a senior in the Wright School of Business, titled "Big Data: The 2016 Presidential Race as a Cautionary Tale" in *Business Analytics*, Fall 2017, Vol. 5, Issue 2). [The article](#) was the result of an independent study course that he supervised, which included four months of data collection, tracking, analysis, and results. Additionally, Max and Nicole Young (another WSofB senior) presented research at the Eighth Annual DSC Teaching and Learning Conference last spring (2017) titled "The Relationship Between Student Engagement and Course Performance." Dr. Garen Evans, and Dr. Aisha Meeks also participated in this research project and worked with Max and Nicole to understand and present the statistical analysis and results.



## DALTON STATE FACULTY AND STAFF AWARDS, ACHIEVEMENTS, AND ACCOMPLISHMENTS



Dr. Raina Rutti, Associate Professor Management and Department Chair of Management and Marketing, and Ms. Heather Bisalski, Instructor of Management, both of the Wright School of Business, presented the two papers at the Academy of International Business, Southeast Chapter, in Washington, DC., on October 26-28. The papers were titled "Copreneurs in the Accommodation Tourism Sector" and "Same-sex Marriages and the Wedding Tourism Industry in New Zealand."



Dr. Catherine Clinard, Assistant Professor of Psychology, and Mr. Travis McKie-Voerste, Assistant Professor of Psychology, were awarded an Affordable Learning Georgia Grant for Round Ten of the Textbook Transformation grants sponsored by the University System of Georgia. Their project will be to use low- or no-cost resources for PSYC 1101 (Introduction to Psychology) courses. This, along with the grant awarded to Dr. Molly Zhou and David Brown, makes 14 ALG grants for Dalton State faculty.



Dr. Hassan El-Najjar, Associate Professor of Sociology in the School of Liberal Arts, has recently published two papers in his discipline:

- "Online Teaching in Sociology: Prospects, Successes, and Problems" in *The Journal of Public and Professional Sociology*: Vol. 10, Issue 1 (2018). Available at: <http://digitalcommons.kennesaw.edu/jpps/vol10/iss1>
- "Variables Associated with Divorce in Northwest Georgia, 2007-2016" in *The Journal of Public and Professional Sociology*: Vol. 9, Issue 2, Article 3 (2017). Available at: <http://digitalcommons.kennesaw.edu/jpps/vol9/iss2/3>



Dr. Sylvia Driver, Associate Professor of Nursing in the School of Health Professions, defended her dissertation to complete her Doctorate of Nursing Practice degree at South University in April. Congratulations! Her research involved the Sim Lab used here at DSC to train nurses.

## DALTON STATE FACULTY AND STAFF AWARDS, ACHIEVEMENTS, AND ACCOMPLISHMENTS



Dr. Jonathan Gullede, Professor of Psychology, working with four undergraduates, authored and presented a poster session at the River Cities Industrial-Organizational Psychology Conference in Chattanooga, TN. The poster was titled "The Impact of Supervisor Gender on Employee Job Satisfaction."



Dr. Natalie Johnson, Associate Professor of Criminal Justice, was awarded the Betty Higgins Domestic Violence Victim Advocate Award at the Eleventh Annual Domestic Violence Conference held at Rock Bridge Community Church in Dalton on October 27. The program states, "The Betty Higgins Domestic Violence Victim Advocate Award is intended for professionals or community members who are victim advocates and who work for community awareness of Domestic Violence, who provide services or education, or who work to hold offenders accountable. It is named for the late Betty Higgins, former director of the Northwest Georgia Family Crisis Center, for her exemplary service and commitment to the field."

At this conference Dr. Johnson also presented "The Effects of Child Abuse on Child Development and Life Outcomes."



Dr. Forrest Blackbourn, Assistant Professor of Spanish, presented "Intersections of Form and Identity in Sandra Cisneros's *Woman Hollering Creek* and Ana Castillo's *The Mixquiahuala Letters*." This paper analyzed the narrative strategies employed by these writers amid the intersectionality integrated in the lesbian Chicana experience.

Dr. Blackbourn organized and chaired a two-session panel, entitled "Creating Narrative Spaces in Which Borders Disappear and Emerge in U.S. Latina/o and U.S./Caribbean Literatures" for the 89<sup>th</sup> meeting of the South Atlantic Modern Language Association. His paper, "High Culture and Popular Culture: Yunion's Narrative Play in Junot Díaz's *The Brief Wondrous Life of Oscar Wao*," explored the manner in which the narrator bridges the gap between high culture and popular culture, thereby criticizing the bourgeoisie's archaic definitions of art and, through the repetition of hegemony, its tendency to marginalize "other" artistic forms.

# DALTON STATE FACULTY AND STAFF AWARDS, ACHIEVEMENTS, AND ACCOMPLISHMENTS



Dr. John Asplund, Assistant Professor of Mathematics, has contributed much to his field and the professional development others through the recent months.

- Publication in *Graphs and Combinatorics* with J. Chaffee and J. Hammer called “Decomposition of a complete bipartite multigraph into arbitrary cycle sizes.”
- Publication in *Discrete Mathematics* with N.B. Fox called “Enumerating cycles in the graph of overlapping permutations.”
- Publication in *Journal of Combinatorial Mathematics and Combinatorial Computing* called “A note on total domination edge critical graphs.”
- Contributed talk given at Midwestern Conference on Combinatorics and Combinatorial Computing at University of West Georgia
- Contributed talk given at MIGHTY LVIII at Grand Valley State University
- Contributed talk given at Mathematics Research Communities at Snowbird, UT.
- Invited talk given at Math Club Seminar at Clemson University.
- Invited talk given at Math Colloquium at Davidson College.
- Invited talk given at Discrete Math Seminar at the University of South Carolina.
- Invited talk given at Math Colloquium at Dalton State College.



Professor of English Keith Perry took part in a panel on Rough South writing at the Louisiana Book Festival on October 28 in Baton Rouge, Louisiana. Moderated by Jean W. Cash, Perry's co-editor on *Rough South, Rural South: Region and Class in Recent Southern Literature* (University of Mississippi Press, 2016), the panel also included five novelists featured in the collection: Tim Gautreaux, Michael Farris Smith, Barb Johnson, Skip Horack, and David Armand.



Dr. Molly Zhou, Associate Professor in the School of Education, and Mr. David Brown, Instructional Technologist, won a Round Ten Textbook Transformation Mini-Grant to update the project for which they were funded in Round One. Their original work from 2014 was a collection of digital resources on Educational Learning Theories. Dr. Zhou and Mr. Brown plan to update the resources and add interactive text. Their book is the number one most downloaded book for all ALG rounds, with 14,000 downloads in the last year.

## DALTON STATE FACULTY AND STAFF AWARDS, ACHIEVEMENTS, AND ACCOMPLISHMENTS



From left to right co-presenters Laura Cruz, (Former Chief Editor of *To Improve the Academy*), Brian Smentkowski (University of Idaho), Michele Palmer (UNC Wilmington), Marina Smitherman (Dalton State College) and Michele DiPietro (Kennesaw State University).

Dr. Marina Smitherman, Associate Professor of Biology, was selected to coordinate the Regents' Teaching Excellence Awards, which culminates in the selection of three winners of the Felton Jenkins, Jr., Teaching Excellence Awards for Faculty, the Best Program or Department Award, and the Excellence in Online Teaching Awards. These awards will be presented at a gala in March 2018.

Collaborating with colleagues across the country, Dr. Smitherman presented three sessions at the Professional Organizational Development (POD) Network Conference held

this October in Montreal. The first was an interactive, 3.5-hour "Taking Flight" pre-conference workshop designed to help those either revitalizing or opening a center for teaching and learning, including developing a vision, strategic planning, prioritization of different types of faculty development programming, and instigating organizational change.

In addition, Dr. Smitherman was accepted for two proposals at POD Network, presenting with colleagues from the University System of Georgia on their work with the AAC&U Transparency in Teaching & Learning (TiLT) project. The team of Jesse Bishop (Georgia Highlands College), Jordan Cofer (Abraham Baldwin Agricultural College), Denise Domizi (USG System Office), Cher Hendricks (University of Idaho), Rod McRae (University of West Georgia), and Marina Smitherman have been invited to provide their "*I Can See Clearly Now: Transparency in Teaching & Learning*" interactive faculty development workshops on how to design assignments to facilitate student success for Augusta University, Columbus State University and University of West Georgia following a presentation at the USG Teaching & Learning conference last Spring.

## THANK YOU

The Thank a Teacher or Staff Member program is alive and well. The first prompt of the year went out to students around October 1, and the second on November 27.

The students can click on the link embedded in the email and be taken to a Google form where they can write a heartfelt thank you. They have a choice to remain anonymous or identify themselves. Data are being collected for future research, but students can opt out of the collection process.

So, if you receive a letter on DSC letterhead with a message from a student, don't be alarmed! It is a student reaching out to say "thank you" for the difference you have made in his or her life.

Since the program started in late 2014, over 900 letters have been received and distributed. We received 42 in October alone. They are amazing, touching, and a real testament to the impact of Dalton State faculty and staff.

## Editor's Column: A Sort of Manifesto

Barbara G. Tucker

Professor of Communication; Chair, Department of Communication



On November 3, Dr. Tristan Denley, the new Vice Chancellor for the University System of Georgia, visited Dalton State. He had several meetings on campus, but the largest was his presentation at 10:00 a.m. to faculty and staff.

At this time he presented his research on barriers and pathways to retention, progression, and graduation, or RPG, a subject that has eclipsed access as the overriding concern in higher education. In short, we can open many doors to let students in, but we also have to get them to exit through the graduation door.

I found his presentation fascinating, including his floating and fluid graphs about who gets out the graduation door and how. He concluded with a list of five ingredients to a “recipe” for RPG:

1. The student understands the purpose of being in college and in the courses.
2. The student has a growth mindset.
3. The student completes 30 hours in the first year.
4. The student takes 6-9 hours of courses in his or her academic focus in the first year.
5. The student completes required core English and math within the first 30 hours.

In a sense, #5 is somewhat obvious, since the students won't progress very far if English and math are not completed. However, his point was that success in these courses must come very early and should be a priority for institutions such as DSC. Numbers 1, 3, and 6 are structural and advising matters, generally, so in this column I would like to focus on #2.

I am a firm believer in the ideas expressed in Carol Dweck's *Mindset* and alluded to in #2. The book is available for pennies and can be read in a few hours, but it is worth far more than that

investment. The Committee on Academic Excellence has a couple of copies of Dweck's book that will soon be available in a reserve shelf in the library. Other colleagues probably have copies to share as well.

However, Dr. Denley stated that the real issue in #2 is not that the students just have a learning or “growth” mindset, *but that they believe the faculty member believes they do*. That principle introduces an entirely different matter. The students, especially the students who are struggling, are influenced by their sense that we expect them to be able to succeed—or not.

To be clear, “mindset” can become a buzzword, like “self-esteem.” Mindset is not a magical belief; it means that the student can grow and learn through *hard* work and *smart* work (i.e., learning how to learn the discipline, developing good learning and study habits). This hard work is contrasted, in Dweck's theory, with beliefs that success and ability are just in-born traits we either have or don't have a kind of academic determinism. When someone responds to failing a math test with “I'm just not good at math,” that is an example of lacking a growth mindset.

In addition, David Yeager of the University of Texas has done interesting work with messaging about growth mindset to freshmen students during orientation sessions before the start of the semester. His work can be found on YouTube and other Internet sources.

I am concerned that we faculty may be sending unintentional messages that say “we don't believe all of our students can succeed” (as opposed to “will succeed”).

Why do I say that? Because of the comments I hear from faculty—and myself. I don't want to be guilty of quoting or misquoting anyone, so I am not going to list the kinds of statements I mean (although I did in the original draft). In general, they are “our students can't” and “our students won't” messages.

I'm going to argue here that we *may* have, as an institution, committed the fallacy of “hasty generalization.” We all know what it is: making a sweeping conclusion based on a limited number of instances. Yes, I'm willing to admit that a certain number of our students could be described as “unprepared,” or “not working hard enough” or “not understanding what college is about.” Sure. But I also would say that we are guilty of taking the certain number—which might be 10% or fewer—and painting a portrait of our students with too broad a brush.

I know the numbers, such as a low six-year graduation rate. About the incoming SAT/ACT scores. And I know we aren't Georgia Tech and should not be compared to it. However, all that is a moot point **if** we are, subtly or not, communicating to our students that they are not capable of being successful and even worse, they don't deserve success.

We might also forget about the 147 Zell Miller

Scholars we have on campus, and all the students working full-time at third shift jobs but showing up for classes and doing the best they can, and about the ones who amaze us on an everyday basis and the ones who surprise us once in a while.

We must not send that message because many of them already believe it and don't need the confirmation. We must not send that message because they need help with other affirming beliefs:

- ◆ That this is a competitive college with spectacular opportunities, faculty, staff, and learning experiences.
- ◆ That they must work hard and smart to learn and be successful, but they are capable under those conditions.
- ◆ That their lives will be better in many ways, yes, transformed, by achieving their educational goals.
- ◆ That they belong here and you as the adult and expert in the room do want them to belong and be successful.
- ◆ That your class is part of this great educational experience and has a long-lasting meaning for them.

Otherwise, why are we doing this work?

---

# Instructional Technology Column by David O. Brown

## Hybrid/Blended Learning: What the Research Says About Learning Outcomes and Best Practices

Hybrid learning, also known as blended learning, is a popular teaching method where some of the required on-campus sessions (usually about half) are replaced with required online activities. The hybrid setting is popular among students since they typically only have to be present for about half the regular on campus sessions.

One common question is how do learning outcomes in hybrid courses compare with traditional face-to-face courses? Hybrid learning has been around for several years now, so there is a significant body of research regarding student performance in the hybrid settings.

Numerous studies have shown that students often perform better in hybrid/blended courses than in traditional on campus courses. In 2013, a meta-analysis of several studies comparing student outcomes in hybrid and traditional on-campus classes found that “the advantage in student learning outcomes of hybrid over face-to-face classes was significant” (Means, Toyama, Murphy, & Bakia, 2013).

Research has also uncovered what works best in improving student learning outcomes in hybrid classes. To assure the best possible student learning outcomes, when designing your hybrid course you should:

- Evaluate the learning objectives or competencies to determine which are best delivered online and/or face-to-face (FTF).
- Consider the course structure that will maximize engagement during both F2F and online components.
- Use a logical module-based structure in course content.
- Each module should include learning objectives, required materials, activities, technology used, and assessment methods.



- Verify in your syllabus what hybrid means and note when you meet with the students on campus. Many students may have never taken a hybrid course and could be uncertain what is required.
- Use the “Quality Matters” rubric to make sure you have everything necessary to make the class successful. DSC has a rubric similar to the Quality Matters version, which that can be found on the Instructional Technology Libguide.
- Make sure your course is ADA compliant. A great source to check for compliance is the Dalton State Section 508 Accessibility Libguide.

When teaching your hybrid course you should:

- Develop a strong teaching presence, especially in the online portion of your hybrid class.
- Provide frequent, positive and timely feedback.
- Keep your gradebook updated as much as possible.
- Respond to student questions as timely as possible.
- Chunk information whenever possible.
- Video lectures and guest speakers so students can view online at a later time.



You can also make your hybrid course successful by creating a free account with Quality Matters. Having a Quality Matters account allows you to perform an anonymous assessment of your course to make sure you are meeting the most important standards for hybrid courses. With a Quality Matters account, you can also access recorded webinars and qualify for discounts to Quality Matters workshops.

When designing and delivering your hybrid course, it is also important to reference the DSC Instructional Technology libguide and the "Inst Tech" GeorgiaVIEW site for information about how to make your hybrid course successful.

### **Video Tools**

There are many tools DSC faculty can access in their Office 365 email. Most of these tools are found in the "Waffle" symbol located near the top of your screen after you log-in to your email. One of the most popular tools is the "Video" portal that allows faculty and students a large amount of video storage.

A new video feature is also now available in Office 365. It is called "Microsoft Stream." Microsoft Stream offers instructors and students storage for videos and includes several other helpful features. One of these features is the option to automatically caption any videos you upload. With Microsoft Stream, you can also search for text or spoken words within videos and jump ahead to where speakers appear in your video. Eventually Microsoft Stream will replace the Video portal, but all videos currently stored on the portal will automatically transfer over.

Another popular Microsoft Video tool over the past several years has been Windows

Movie Maker. Unfortunately, Microsoft is no longer supporting Movie Maker, so users have to look elsewhere for a free video editing tool. Microsoft is promising a replacement for Movie Maker that will be included in Windows 10, but until the replacement is released to the public, users will have to rely on other options. One of my favorite video editing tools is Shotcut. Shotcut is easy to use, free of cost, and is capable of just about everything Movie Maker was capable of.

Another handy video tool is a video compression program called Handbreak. Handbreak is a free online tool that can reduce video file size by up to 70 percent without losing any quality. Reducing file size for videos can make uploads much quicker and can save space on your hard drive.

### **Which student response system should I use?**

A growing number of faculty are using student response systems to engage students in their classes. Kahoot is probably the most used student response system on campus. Kahoot is free to both students and instructors and is generally considered user friendly. Kahoot does require access to wireless and requires that each student have a device so they can answer questions. Kahoot includes a free downloadable gradebook to track student performance.

iClicker is another student response tool and is an approved DSC GeorgiaVIEW integration. Students must own an iClicker to be able to answer questions. iClickers can be purchased at the DSC bookstore and some departments have iClickers available for classes. With iClickers instructors can also "sync" student iClicker grades with their GeorgiaVIEW gradebook.

Top Hat is a student response system that includes interactive textbooks and other special features. Top Hat charges students to use its product and students must provide their own device for responding to questions.

There are a variety of other student response systems used at Dalton State such as Turningpoint, Socrative, and Plickers, just to



name a few. If you are thinking about using a student response system and have questions, please contact the Office of Instructional Technology for help. You can also access my presentation about “Student Response Systems in Higher Education” located on the Instructional Technology Libguide.

### **Using GeorgiaVIEW to Create an Atmosphere of Honesty**

One of the best ways to prevent plagiarism is to create “an atmosphere of honesty” in your class. There are several ways GeorgiaVIEW can help you with creating an atmosphere of honesty. One important step is to post your syllabus in the Content area of GeorgiaVIEW with a module titled “Syllabus” so your students can easily find it.

The syllabus should include a very specific statement in about what you consider dishonest behavior in your class. The statement should discuss the differences between collaborating with peers for group projects, discussions, and peer review, and the acts of cheating on tests, homework, and papers. Including your syllabus in GeorgiaVIEW allows students to access it at any time and from any computer.

Another way to promote an atmosphere of honesty is to use the Turnitin integration available in GeorgiaVIEW. The Assignments area in GeorgiaVIEW includes the option to use Turnitin to check for plagiarism on all uploaded documents. Turnitin performs this check by comparing each student paper to millions of other papers in their database. Turnitin also now includes a “Grademark” feature that allows instructors to leave comments about citing and plagiarism on a student’s paper. I have created a video to help instructors and students use Turnitin at Dalton State. These videos can be accessed at the Instructional Technology Libguide: <http://libguides.daltonstate.edu/technology/turnitin>.

Using “restrictions” in your GeorgiaVIEW quizzes is another way of creating an atmosphere of honesty. With GeorgiaVIEW quizzes instructors can restrict the time allowed for each question. Tightening of the time requirement will

make it more difficult for students to look up the answers. If you choose to show correct answers for your online quizzes, you can set the date for after the quiz closes so that students cannot share the correct answers with each other. GeorgiaVIEW also includes the option to randomly present each quiz question from a larger pool of questions.

Randomizing the questions on quizzes ensures that not all students receive the exact same set of questions. Finally, instructors can restrict the date and time a quiz is open for students to take. The less time available to take the quiz the less time the students have to share the quiz questions with each other.

The GeorgiaVIEW discussion board area also comes with features to prevent plagiarism and cheating. Instructors can restrict a discussion topic to show student posts show only after the student makes their own post first. This feature prevents students from plagiarizing other posts since they cannot view the posts until they post themselves.

Instructors are also encouraged to include a “Library Resources” module in GeorgiaVIEW. This module can include links to library libguides on APA, MLA and plagiarism. Instructors can also “embed” a librarian in their GeorgiaVIEW course. Including a librarian in your



course allows the students to easily access a librarian for advice on citing and preventing plagiarism.

### **Looking Ahead: Daylight is coming to GeorgiaVIEW**

GeorgiaVIEW will be getting a new look in Summer 2018. Your courses will have a new graphical interface called “Daylight.” While your courses will still have the same text in the same place, the new graphical interface will include responsive design, be more mobile friendly, and be more visually appealing. With Daylight faculty will also have more control over the course’s graphical interface. Look for upcoming workshops in Spring 2018 about the new exciting features of Daylight.

### **References**

Means, B., Toyama, Y., Murphy, R., & Bakia, M. (2013). The effectiveness of online and blended learning: A meta-analysis of the empirical literature. *Teachers College Record*, 115(3), 1-47.



# Innovative New Faculty Academy Launched at Dalton State

by Marina Smitherman

**Note: Photos in this article show new faculty and mentors becoming acquainted on their Orientation Day, August 7. Not all participants are shown.**

The Committee on Academic Excellence and the Office of Academic Affairs has developed and launched a highly innovative year-long New Faculty Academy. It is designed to provide a strong foundation for faculty new to Dalton State in knowledge of college logistics and in a diverse array of evidence-based college teaching and learning techniques.

Our 2017-2018 cohort of 18 new faculty were paired with a mentor within their school or department to support them in their transition to working with our Roadrunners. The group met for the first time on August 7 at their Orientation Day. New Faculty had time to get to know their mentors while learning the basics DSC from key personnel in each unit and the fundamentals of Georgia View. Each had the mentor's support in beginning to think about what their annual goals should look like in their first year.

New faculty have been meeting for monthly sessions, which cover subjects such as effective lecture technique, classroom assessment



Susan Eastman with her mentor Kelley Mahoney (English)

techniques, classroom response systems, leading effective classroom discussions, and other teaching and learning content. Logistics ranging from accessibility compliance and working with students with disabilities, CARE team, library services, and travel are included, thanks to our wonderfully supportive staff from different areas of the college dedicating time to help lead these sessions.

Mentors also participated in a group discussion on the variety of ways they could be there to support the mentee as they got to know our campus, and mentors put together an intentional plan on how they wanted to mentor throughout the year.

A significant goal of this innovative program is to augment the impact of the monthly sessions with confidential formative peer observations followed by a consultation with a discipline-specific content expert and a pedagogy expert from the committee. Faculty will be guided as they decide how they wish to refine their portfolio of teaching techniques to



Jamie Parker and her mentor, Donna Bledsoe (Health Professions)



Mike and Mike! Michael Joseph with his mentor Mike Hilgemann (Mathematics).



Stephanie Watkins mentored by Debbie Gilbert (Health Professions)

engage our students in learning and ensure that they are ready for their summative evaluations of teaching during their pre-tenure review process.

Our participants this year are:

- Tommy Barge (Business) mentored by Raina Rutti,
- Omin Chandler (Health Professions) mentored by Lisa Peden,
- Susan Eastman (English) mentored by Kelley Mahoney,
- Carl Gabrini (Business) mentored by Jamie Connors,

- Jim Gordon (Business) mentored by Marilyn Helms,
- Carolina Hammontree (Business) mentored by Fernando Garcia,
- Jennifer Hooker (Health Professions) mentored by Tammy Rice,
- Michael Joseph (Mathematics) mentored by Michael Hilgemann (affectionately referred to as Mike & Mike!),
- Matthew LeHew (Communication) mentored by Nick Carty,
- Holly Miller (Health Professions) mentored by Susan West,
- Jamie Parker (Health Professions) mentored by Donna Bledsoe,
- Sharlonne Smith (Education) mentored by Lovey Mesco,
- Adam Sprague (English) mentored by Jennifer Randall,
- Harriet Strahlman (Education) mentored by Janet Johnson,
- Jeffery Stanley (History) mentored by Christian Griggs,
- Stephanie Watkins (Health Professions) mentored by Debbie Gilbert, and
- Kevin Yan (Business) mentored by Lorraine Gardiner.



Adam Sprague with his mentor, Jennifer Randall (English)

Mentors and mentees alike have commented on positive experiences of the program so far. Dr. Jennifer Randall said of mentoring “Being a mentor is a rewarding and refreshing experience. Not only do you get to help someone transition to the Dalton State community, but you also get to learn what new faculty are interested in and doing within their classrooms. Fresh ideas and collaboration are always a winning combination.”

Dr. Pat Chute, Provost and Vice President for Academic Affairs, says of the program, “The support of faculty throughout their academic careers is the benchmark of good outcomes for both the faculty and student. For new faculty, especially those who are first time college professors, it becomes a foundation for their academic journey in higher education. A well structured new faculty orientation program that provides research-based information along with practical experiential opportunities is fundamental to expanding the student centered approach along with one that is faculty centered.”

Because of its originality, research components have been embedded throughout so the impacts can be analyzed and documented. The Coordinator of this new program, Dr. Marina Smitherman says this about the program, “Programs across the country for new faculty have monthly meetings to help faculty get adjusted, but the fact that ours pairs this with both peer mentoring and formative classroom observations makes this highly novel. This is a pilot program at the moment, but if it is successful, this is one way Dalton State can contribute to the evidence-base in how best to on-boarding new hires regardless of their prior experience in teaching.”

We are thankful for the new faculty who have chosen to work for Dalton State and wish them well throughout their time of acclimation to their new institution.



Matthew LeHew with mentor Nick Carty (Communication) and Dean Mary Nielsen



Holly Miller and her mentor, Susan West (Health Professions)



Carl Gabrini and his mentor Jamie Connors (Business)