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OPPORTUNITIES

Teaching Matters

“First Things First: Preparing Students For Success”

17th Annual Interdisciplinary Conference
Thursday and Friday, March 7 & 8, 2019

About the Conference

Teaching Matters is celebrating its seventeenth annual interdisciplinary conference in 2019 at Gordon State College on its main campus in Barnesville, Georgia. Presentations, Panel Discussions, and Posters focus on innovative and creative pedagogical methods, issues surrounding teaching and learning, and educational theories. The conference is open to all of those who have a passion for teaching, with conference events designed so that educators can share ideas and strategies that promote student success, student engagement, and active learning.

About this year's theme

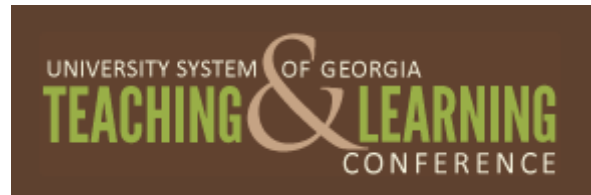
As educators, we all have one goal in common: student success. We do, however, go about achieving that goal in ways that speak both to our different disciplines and to our unique teaching styles. Whether they are first time on campus, returning, or transfer students, what is it that you believe sets up incoming students for success? In other words, when you begin planning for a new term, what elements are your “first things first?”

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

- Growth Mindset
- Purposeful Choice
- Syllabus Construction
- Understanding By Design
- How Learning Works
- Engagement/Engaged Learning Strategies
- First Year Courses
- Formative Assessment
- First Generation Students/Teaching GenZ
- First day (first week, first five minutes)
- Social Belonging
- Classroom Atmosphere
- Creating a Supportive Research Environment for Students
- Using Social Media to Create a Supportive Environment
- Gateway Courses

\$50 early registration fee. Direct any questions to the CETL Director, Dr. Anna Higgins-Harrell at a_higgins@gordonstate.edu or at (678) 359-5095. All proposals are due January 18, 2019, at which time they will undergo peer review. Please download and complete the [submission form](#). Then, send completed individual and panel proposals to TeachingMatters@gordonstate.edu.

OPPORTUNITIES



This annual premier conference on the campus of UGA in Athens, Georgia, and held this year on April 10-12, 2019, is accepting proposals in multiple areas of teaching and learning theory and practice. Strands include developing students' critical thinking skills, open educational resources, distance/blended learning, the LEAP initiative, innovations in instructional technology, and several more. Follow the link below for information on submitting proposals, which are due December 1.

https://www.usg.edu/facultydevelopment/teaching_learning_conference/proposals

Many faculty attended the HIPS
breakout sessions on August 9.

More professional development on
course redesign to utilize High Impact Practices
in your teaching is coming.

Look for announcements in your email and [page 5](#).

Recordings of all breakouts can be found at
[http://libguides.daltonstate.edu/technology/
workshoprecordings](http://libguides.daltonstate.edu/technology/workshoprecordings)

OPPORTUNITIES

FIND TEXTBOOKS ▾

LIBRARY RESOURCES ▾

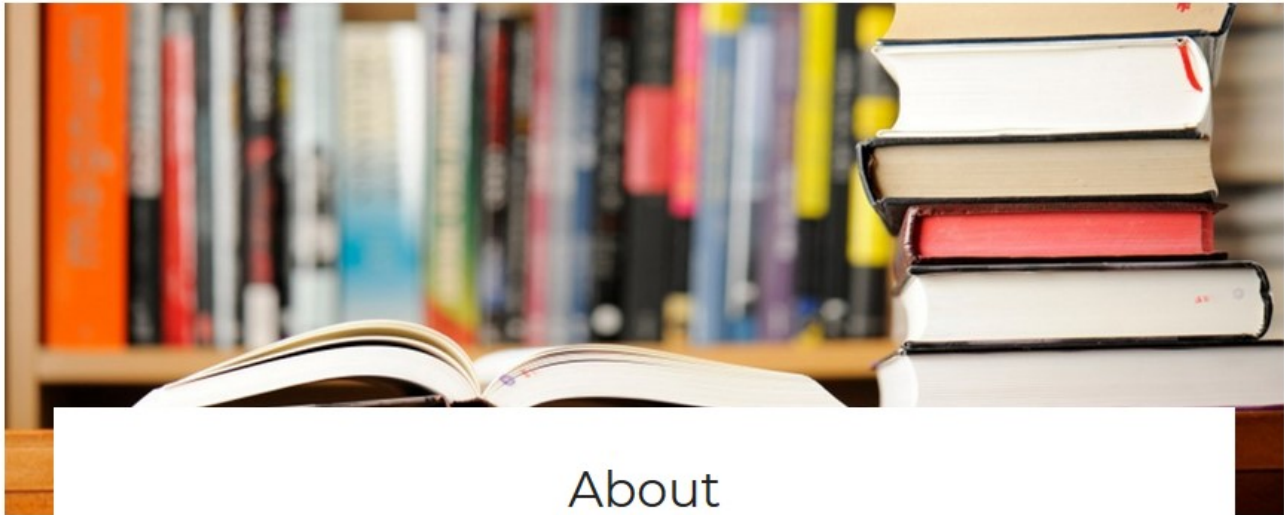
OPEN RESOURCES/MERLOT ▾

BOOKSTORES ▾

HELP ▾

EVENTS ▾

ABOUT ▾



About

Textbook Transformation Grants

Round Thirteen: Due January 14, 2019

Overview

The State of Georgia's budget includes funding to support a USG initiative, [Affordable Learning Georgia \(ALG\)](#), which focuses on reducing the costs of textbooks and the enhancement of [GALILEO](#), Georgia's Virtual Library and ALG's parent initiative. A key strategy is to provide grant-supported opportunities for USG faculty, libraries, and institutions to transform their use of textbooks and other learning materials into lower cost options. The Affordable Learning Georgia Textbook Transformation Grants are intended to:

1. Pilot different approaches in USG courses for textbook transformation including adoption, adaptation, and creation of Open Educational Resources (OER) and/or identification and adoption of materials already available in [GALILEO](#) and USG libraries.
2. Provide support to faculty, libraries, and their institutions to implement these approaches.
3. Lower the cost of college for students and contribute to their retention, progression, and graduation.

For more information, go to https://www.affordablelearninggeorgia.org/about/textbook_transformation_grants

Editor's Column

Barbara G. Tucker



This column is a bit “random” in the sense of not having a consistent theme, other than opportunities for professional learning.

First, some have asked me if the Thank a Teacher/Staff Member letter program is still in operation. **Yes, it is!** A prompt was sent out in mid-September and 36 letters were received for 33 different faculty or staff members. They were processed and sent out the week of October 8. Another prompt will go out to students in October and another at the end of the semester.

A survey was distributed during summer term to faculty and staff who had received letters in the last two academic years. The overwhelming majority responded favorably and want the Thank a Teacher/Staff letters to continue, so they will. We do not receive as many responses as we did in the past, but the fervor of the letters is just as strong. It is a privilege and blessing to read them.

For new faculty, if you receive a letter on letterhead from a student (or “Requested to be Anonymous”), know that it is a real letter from a real student.

Second, the University System has run its Textbook Transformation Grants program for over four years now. Dalton State has been highly involved in saving students money and helping colleagues around the world by adopting and developing open educational resources (OERs). Educators in the developing world are especially helped by OERs. Round Thirteen of the grants closes on January 14, 2019 (see page 4), so you have time to apply, and Round Fourteen will start soon after that with a late spring deadline.

A workshop on this initiative will be held in the near future and streamed live/recorded for those unable to attend. The workshop will cover:

- What are OERs?
- Where can one find OERs?
- What is the Creative Commons alternative copyright/licensing system?
- How can faculty apply for Textbook Transformation Grants?

Many of your colleagues have been awarded these grants. The entire list is found here: https://www.affordablelearninggeorgia.org/about/grants_all. A link to a survey about OERs will be coming to your inbox soon! Please complete it.

Third, High Impact Practices are alive and well on Dalton State campus. Several faculty are attending training sessions on how to embed HIPs and redesign courses. This year the focus is on assessment, and a survey is being developed for students enrolled in High Impact courses to gauge their awareness and satisfaction. Further research is being done on the HIPs’ effect on learning outcomes.

Most importantly, a “three-in-one” meeting will be Friday, November 9, from 9:00-12:00 to cover the same material as the three monthly sessions we've had for Cohort #2. Attendees will learn more about HIPs, the research that supports HIPs, and why HIPs are important for Dalton State. Attendees will also have an opportunity to reflect on courses they teach and/or experiences they lead and how to make them more high-impact. Location will be announced soon.

Fourth, keep in mind this journal is for you. It can only continue if faculty or staff submit to it. See Journal Submissions Guidelines [page 11](#).

DALTON STATE FACULTY AND STAFF AWARDS, ACHIEVEMENTS, AND ACCOMPLISHMENTS



Dr. Susan L. Eastman, Assistant Professor of English, presented “Propagating Forgetfulness: Memorializing the War on Terror” at the *War Literature and the Arts* Conference at the Air Force Academy on September 21, 2018.



Dr. Baogang Guo, Professor of Political Science in the School of Liberal Arts, attended the 7th Session of the Songshan Forum on Chinese and Other World Civilizations, held on September 15-16, 2018, in Dengfeng, Henan Province, China. The forum is co-hosted by the Institute for Advanced Humanities Studies at Peking University, China International Culture Exchange Center, and Henan Foundation for Inheritance and Innovation of Chinese Historic Civilization. He made a presentation on "Sino-Western Cognitive Differences and Its Impact on Sino-Western Communication and Dialogs."



Two Dalton State Chemistry majors will present a poster at the 70th Southeastern Regional Meeting of the American Chemical Society that will be held in Augusta, GA, on October 31 - November 3, 2018. They participated in this undergraduate research under the direction of Dr. John Shim, Associate Professor of Chemistry in the School of Science, Technology, and Mathematics. The students, Alyssa Wong and Anna Kate Sisson, researched the topic of Proline recognition in NOX4 oxidase activation. The students and Dr. Shim will be joined by Bernard P. Lassegue and Kathy K. Griendling of Emory University.



Mr. Kelson Smith, Associate Professor of Industrial Electrical and Electronic Technology graduated from Kennesaw State with a Master of Science degree in Applied Engineering—Electrical on July 26, 2018. This achievement completed a five-year effort. Congratulations, Kelson!

DALTON STATE FACULTY AND STAFF AWARDS, ACHIEVEMENTS, AND ACCOMPLISHMENTS

Dr. Gail Ward, Associate Professor of Nursing in the School of Health Professions, has published two articles with colleagues. In the August 2017 issue of the *International Journal of Nursing and Clinical Practice*, Dr. Ward, Lisa Bridwell Robinson and Laurie Jowers Ware published “Promoting Caring by Increasing Realism in the Simulated Environment.”

The same authors published “The Lived Experience of Nursing Students Participating in a High Fidelity Simulation in a School Grounded in Caring” in *The International Journal for Human Caring*. Dr. Robinson and Dr. Ware are on the faculty of the University of West Georgia; Dr. Ward was listed as first author on both articles.

Dr. Ward presented the research findings for her dissertation for her Ed.D. at West Georgia at the Annual Conference for the International Association for Human Caring in Minnesota. At this conference she was able to meet (and get a photo with) one of the scholars whose work she used for her study, Dr. Rosanna Locsin, retired from Florida Atlantic University and now teaching in Japan.



Dr. Corey Shank, Assistant Professor of Finance in the Wright School of Business, had an article published with co-author Bryce V. Dupoyet. “Oil Prices’ Implied Volatility or Direction: Which Matters More to Financial Markets?” appeared in the August 2018 issue of *Financial Markets and Portfolio Management*. Dr. Dupoyet is Associate Professor of Finance at Florida International University. The article is posted at <https://link.springer.com/article/10.1007/s11408-018-0314-7>



Dr. Lorraine R. Gardiner, Professor of Management Information Systems in the Wright School of Business, and her colleague David E. Bowles co-published “Supporting Process Improvements with Process Mapping and System Dynamics” in the 2018 edition of the *International Journal of Productivity and Performance Management*. The article is found on pages 1-17 of Issue 8, Volume 67, and will be accessible at <https://www.emeraldinsight.com/journal/ijppm>

DALTON STATE FACULTY AND STAFF AWARDS, ACHIEVEMENTS, AND ACCOMPLISHMENTS

Congratulations to five faculty members, one from each of the five Schools of Dalton State, who have been selected to participate in the inaugural cohort of USG Chancellor's Learning Scholars. These individuals will serve as the learning scholars for Dalton State College.

Official information from the University System of Georgia states,

These workshops, developed by the directors of the Centers for Teaching and Learning, focus on course enrichment strategies such as interactive lectures, inclusive pedagogies, integrated course design, and Mindset. Much is prepared for the Chancellor's Learning Scholars to explore and to equip them to enjoy the process of facilitating faculty learning communities in the spring. The resources specific to the workshops are evidence-based strategies that have been proven to increase student engagement and learning.

This program flips the model for system initiatives by establishing and supporting faculty learning communities within each institution led by faculty at the institution. The ultimate measure of success is the impact of these course enrichment strategies upon the learning and success of Georgia students.

The five recipients of this honor were nominated by their respective deans and went through a competitive application process before being chosen.



Dr. Alicia Briganti
Associate Professor of Psychology



Dr. Molly Zhou
Associate Professor of Education



Dr. Leah Howell
Assistant Professor of Biology



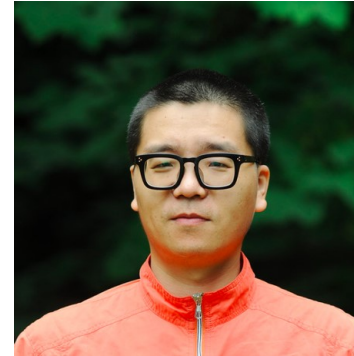
Ms. Lisa Peden
Associate Professor of Nursing



Dr. Jon Littlefield
Associate Professor of Marketing

DALTON STATE FACULTY AND STAFF AWARDS, ACHIEVEMENTS, AND ACCOMPLISHMENTS

Dr. Jie (Kevin) Yan, Assistant Professor of Information Management in the Wright School of Business, recently had a paper published in *The International Journal of Technology, Knowledge and Society*. The paper is “Real-Time Bidding (RTB) Advertising: Surprising or Irritating?” Dr. Yan was joined in the publication effort by colleagues from Baylor University, Appalachian State University, and Beihang University of China.



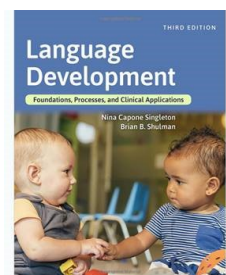
Dr. Marilyn Helms, Dean of the Wright School of Business and Sesquicentennial Professor of Management, published a case study “Turnaround at Carpets International” in the *CASE Journal*. She was joined in this publication effort by Dr. Ralph Boe, the Executive in Residence in the Wright School of Business.



Dr. Helms adds, “Dr. Boe is active on campus speaking to business ethics classes, presenting this published case ‘live’ in the capstone strategic management class and judging student teams’ presentations of their analysis of Fortune 500 companies in the capstone class as well.”

Their publication can be found at <https://www.emeraldinsight.com/toc/tcj/14/4>

Dr. Patricia Chute, Provost and Vice President of Academic Affairs of Dalton State, along with friend and colleague Mary Ellen Nevins, co-wrote Chapter 16, “Listening, Language, and Literacy for Children with Auditory Devices: From Hearing Aids to Cochlear Implants,” in the third edition of the textbook *Language Development: Foundations, Processes, and Clinical Applications* by Singleton and Shulman. This is the eighth book chapter Dr. Chute has written with Dr. Nevins. Dr. Chute has also written three books on her own and three books with Dr. Nevins. All are on the subject of Auditory learning, devices, issues, and development.



If you would like your achievements to be noted in *The Journal for Academic Excellence*, please send the notification to cae@daltonstate.edu



Instructional Technology News:

GeorgiaVIEW Tools that can Make Life Better for Faculty and Students

By David O. Brown

Instructional Technologist

There are several tools in GeorgiaVIEW that can ease faculty workload and improve student performance. I discuss three of these helpful tools below.

Attendance Tool

Are you still using paper to track student attendance? Did you know you can easily track attendance in GeorgiaVIEW electronically? The Attendance tool is found in the Course Admin section of every course in GeorgiaVIEW. Faculty can use it to set up “registers” to document unexcused absences, excused absences, late arrivals, or just about any attendance category they desire. The Attendance registers can then be copied into future courses and edited to fit the new course schedule.

Faculty can also place a link on the course navigation bar so students can monitor their own attendance. And best of all, faculty will always have a record of the attendance on the course site in GeorgiaVIEW. The Office of Instructional Technology has a short how-to video on the Instructional Technology Libguide that shows how faculty can use the Attendance Tool.

Intelligent Agents

Wouldn't it be nice to know when a student's performance first begins to decline in a course? With hundreds of students to deal with it, faculty can find it impossible to recognize the first signs of academic problems with students. Intelligent Agents provide faculty with a way to know when issues with academic performance first start to arise. Intelligent

Agents can be used to automatically notify the student and faculty of these problems and to inform the student what they can do to correct the problem.

Specifically, an Intelligent Agent can be used to notify the instructor when a student fails a test, doesn't log into the course for a while, or doesn't complete a module. Automated responses can be set up by the instructor to send a personalized email to the student when a problem occurs. You can find the Intelligent Agent tool in the Course Admin area of Georgia VIEW.

Respondus

Faculty can use Respondus to convert tests in MS Word or from a Test Bank into a format that is recognized in GeorgiaVIEW. Once created, the tests can automatically be transferred from Respondus to the course in GeorgiaVIEW. Respondus can save instructors a lot of time by allowing them to easily convert a test in MS Word format instead of recreating the test from scratch in GeorgiaVIEW. All DSC faculty can download Respondus from the Instructional Technology GeorgiaVIEW site. (Note from Editor: Respondus makes online teaching very, very easy—try it; you'll love it.)

If you would like help with the Attendance Tool, Intelligent Agents, Respondus, or any GeorgiaVIEW tool, let us know and we will be happy to assist. For how-to videos and more information visit the Instructional Technology Libguide at <http://libguides.daltonstate.edu/technology>.

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.
- Articles should have applicability across disciplines.

2. Style Sheet

- Submissions should be in APA VI format and 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. 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 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 cae@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.