Center for Teaching and Learning at Kent State

YEAR-END REPORT

2017/2018

KENT STATE UNIVERSITY

www.kent.edu/ctl

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Introduction

The Center for Teaching and Learning (CTL) has a primary mission to provide opportunities, leadership, and support for all faculty to grow in their scholarly and professional endeavors. The long-term aim is to support community members in the process of creating, transforming, and/or maintaining Kent State University's environments where all students can succeed. The mission of the center is well aligned with Kent State's Students First Priority.

The four service areas of the Center are:

- Connect, network, and support continuity in opportunities for faculty to explore, research, and support student learning.
- Serve as a portal of all information and services related to faculty at Kent State University.
- Offer expertise and consultation related to specific areas of scholarship and professional issues related to teaching and learning.
- Provide peer review and guidance on teaching innovations and improvement.

The Center is funded through collective bargaining, with the Director, Jennifer Marcinkiewicz, reporting to Associate Provost for Faculty Affairs, Sue Averill. The CTL has four additional full-time staff members and two student workers responsible for coordinating all efforts of the CTL and its collaborative activities across the Kent State system.

- Dr. Jennifer Marcinkiewicz, Director
- LeighAnn Tomaswick, Innovation Learning Design Specialist
- Judy Lightner, Portal Liaison & Teaching Associate
- Phyllis Vair, Special Assistant
- Nancy Daczko-Krestan, Administrative Secretary
- Amal Alhadabi, Graduate Assistant
- Madeleine Kidd, Student Associate Technician

The CTL is located in Cartwright Hall, including a suite of 4 offices, a faculty innovation space, conference room, library area and work spaces for student workers. Additional space shared with the College of the Arts (Active Learning Classroom) is located in 251 Center for Visual Arts.

Center for Teaching and Learning Activities

A. Overview

The impact of the Center for Teaching and Learning (CTL) in fulfilling its primary mission is clear. The CTL offered **19 workshops**, either individually or in collaboration with other units. These workshops reached approximately **500 participants** coming from **55 departments**, **9 colleges**, and **6 campuses**. Those attending were primarily faculty members (tenure-track, non-tenure track and adjunct), with smaller numbers of graduate students, staff and administrators (Appendix I). The Center's impact on individual faculty members was also apparent, with **over 100 individual consultations** focused on peer review, course design, course revisions, teaching innovations, student success, and career development among others. In addition, members of the Center continue to serve in advisory and leadership capacities on a number of university initiatives, including diversity/inclusion efforts, assessment/accreditation, technology, career advancement, and graduate student development. The work of the CTL has impacts beyond Kent State University through national and international presentations and social media outreach efforts.

B. Faculty Development Workshops & Online Resources

The Center offers many different opportunities for professional development. The over-arching theme of professional development offerings is that they are grounded in scholarship. Scholarship is evident in the emphasis on evidence-based practices and speakers with significant expertise to share. Our varied formats include face-to-face workshops, brief "how-to" guides termed Teaching Tools in a Flash and the Change in a Minute video series produced in collaboration with the SOLE Center. The CTL also provides in-depth professional development through individual consultations, peer reviews, and course analyses.

Workshops

Workshop programming is designed to be educational, inspirational, interactive and responsive to the needs of the faculty. The keynote speaker for 2017/2018 was Dr. James Lang, author of the educational bestseller "*Small Teaching*." Dr. Lang was on campus for two days, delivering an evening keynote and two workshops. A new addition to CTL workshops is that participants receive "One Small Thing" cards on which they are asked to reflect on the actions they will take based on what they have learned. In addition to keynote events, the CTL developed workshops for individual units, programs and campuses based on the needs expressed by those units. Many of these and other workshops used the popular "Working Lunch" format in which participants have the opportunity to learn in a relaxed, interactive environment.

The response to the workshop offerings was overwhelmingly positive. For example, our keynote events were met with 80-91% positive overall ratings (good/excellent) and 92-100% positive ratings for the session impacts (agree/strongly agree) (Appendix III). See Appendices IV-VII for all other workshop evaluations.

Teaching Tools in a Flash

Teaching Tools in a Flash guides provide on-demand professional development for instructors at Kent State and external to the university. These short, evidence-based guides provide scholarly background, strategies, answers to frequently asked questions and additional resources for implementing particular teaching approaches. These guides are available online at the CTL website, and in print at the Center. Guides are also distributed at workshops and consultations as appropriate. There are currently 11 Teaching Tools organized in four categories: Preparing to Teach, Teaching, Assessing Learning and Student Success. We are partnering with other individuals and units on campus in developing additional Teaching Tools and anticipate the coming academic year will at least double the number of Teaching Tools available. See Appendix VIII for a sample Teaching Tool in a Flash.

Change in a Minute Blog

The Center for Teaching and Learning continues to collaborate with the SOLE Center to produce video blogs that offer quick tips and suggestions to improve student learning that are based on high quality research.

C. Faculty Programs

The profile of faculty programs continues to increase as indicated by applications exceeding capacity by 50% or more for each program.

Teaching Scholars

The Teaching Scholars program, which focuses on providing an intensive faculty learning community for faculty to engage in the scholarship of teaching and learning completed its 17th year with 9 faculty participants. Teaching Scholars reported increased behaviors related to critical reflection, knowledge of evidence-based teaching practices, and engagement with colleagues on innovative/effective teaching (Appendix IX, Table 1). In addition, participants developed the skills needed to conduct research on teaching and learning (Table 2). All participants disseminate the results of their research, by presentation at the Teaching Scholars Colloquium, and other conferences such as the Celebration of College Teaching, disciplinary conferences, and national teaching conferences. All of the cohort ultimately intend to publish their work in peer-reviewed journals.

Faculty Fellows

The Faculty Fellows program is designed to give individual faculty members the opportunity to serve in a leadership role in a professional development area of their choosing. Kim Karpanty completed her Transitions to Leadership project that she initiated in the previous year. Eric Taylor's work on Online Science Laboratories will be developed as a Teaching Tool in a Flash. Ed Dauterich will continue his leadership project on adjunct faculty issues related to professional development in the coming year. Each of the fellows also presented their work to the university community in well-received workshops (See Appendix VII).

Intercultural Faculty Scholars

The Intercultural Faculty Scholars Cohort program is designed to provide faculty members with a better understanding of intercultural issues in teaching and learning and culturally responsive ways to enhance teaching practices. The expectation is that participants will serve in a leadership capacity in

this area in their own units. The program is facilitated by Dr. Martha Merrill (a faculty member in the College of Education, Health and Human Services with expertise in intercultural communication). The program has been offered in alternating years and a cohort of participants has been selected for the 2018/2019 cohort through administrator- and self-nomination.

Innovation Intersession

The Innovation Intersession program on Flipping Your Classroom provides faculty participants with all of the skills needed to flip a course. The program models the flipped approach and includes workshops focused on evidence-based techniques for designing and implementing a flipped course. By the end of the 3-week intersession faculty have developed and received feedback on a flipped module for their course. Twelve faculty were selected to participate, and all but one completed the program. Program participants found the program to be both helpful (80%, Appendix X, Figure 1) and effective (95%, Figure 2).

D. Initiatives and Collaborations

Faculty Institute for Student Success

The Center for Teaching and Learning partnered with University College to create the first Faculty Institute for Student Success (FISS). Provost Diacon invited 19 faculty to participate and 13 faculty completed the FISS. Participants in the Institute worked together as a community to identify and implement best practices in teaching and learning at Kent State. Participants (either individually or in pairs) identified specific projects they will lead in their own units to impact student success. Examples of projects include departmental teaching development activities (for faculty and/or graduate students); study skills workshops for students; and specific pedagogical approaches for student success. Impacts of these projects will be assessed in the coming academic year.

SoTL Central

The CTL is partnering with the Regional Campuses to increase faculty participation in the scholarship of teaching and learning. The CTL is collaborating with Rachael Blasiman (appointed to lead the Regional Campus SoTL efforts) in developing a key resource for SoTL scholars, a BlackBoard course called SoTL Central. SoTL Central provides how-to guides, contacts, research instruments, publication and presentation outlets and many other resources that will assist faculty with their endeavors related to the scholarship of teaching and learning. These efforts will be ongoing, with joint efforts such as workshops, meetings and other face-to-face opportunities for faculty.

Classroom Response Systems

The University Council on Technology serves as the University's advisory body for matters related to technology. This year, the CTL Innovation and Learning Design Specialist, LeighAnn Tomaswick, served as the representative for the CTL on the Council. She played a significant leadership role on the subcommittee charged with examining classroom response systems. She was instrumental in surveying faculty and conducting evaluations of different CRS platforms. These efforts will be ongoing until a recommendation is reached.

Active Learning and Virtual Reality Classrooms

The Active Learning Classroom renovation in 251 CVA was completed in August 2017. The flexible space permits a high degree of collaboration with rolling white boards and a set of Chromebooks for student work. The space is used primarily by faculty using flipped course design and other active learning approaches. To date, 5 faculty have utilized the space; 2 are working with the CTL to conduct research on student learning in this space.

The Virtual Reality (VR) project initiated by former CTL Director David Dees was intended to support the development of a VR classroom in collaboration with the College of Arts and Sciences on the Kent Campus. Funds were used to purchase VR equipment and space in Moulton Hall was set aside for the classroom. After many months of delays, it was finally determined that no space on the Kent Campus was available that was suitable for the applications envisioned by the VR developers in Arts and Sciences. The VR Classroom Project will instead be completed on the East Liverpool Campus and will mirror the VR classroom in use on the Salem Campus.

Faculty Writing Groups

The CTL created four faculty writing groups to support faculty in achieving their summer writing goals. A total of 41 faculty participated in the writing groups which were organized by theme (Women Faculty, Mid-Career Faculty, Early Career Faculty and Specific Projects). The writing groups afforded faculty the opportunity to identify goals and share their progress in a supportive community of peers. The Center provided a welcoming space and additional resources for faculty (such as sessions on citation software).

Student Surveys of Instruction

The Director of the CTL, Jennifer Marcinkiewicz, continued to lead the subcommittee on reviewing and revising university practices on Student Surveys of Instruction. A pilot project testing the core questions and feasibility of online distribution was completed in Spring 2017. A final recommendation to adopt the new survey instrument and online distribution was made to Faculty Senate in January 2018 and approved at that time.

Faculty Career Development

The CTL continues to work closely with Associate Provost Mandy Munro-Stasiuk to provide support for the mid-career faculty coaching program. Each year, there are more applicants for the coaching program than can be supported. This year, 10 faculty and 1 Chair participated in the Coaching program, which uses external, certified career coaches experienced in faculty development. In addition, the Center supported the mid-career workshop series designed to provide guidance for faculty through post-tenure career development. The CTL also provided ongoing support for new faculty by participating in the New Faculty Orientation, new faculty visits and a new faculty wrap-up luncheon held in Spring, 2018.

Issues Related to Campus Climate

Jennifer Marcinkiewicz serves as the Change Agent for the National Science Foundation IDEAL grant (Institutions Developing Excellence in Academic Leadership) which seeks to advance careers of women and faculty of color in the sciences. The CTL co-sponsored the Summit on Women Faculty, and also

presented a workshop on Preparing an Effective Teaching Narrative for personnel files. Jennifer Marcinkiewicz also serves on the faculty subcommittee of the Great Place Initiative committee which seeks to improve the campus climate for faculty. Judy Lightner worked with Mandy Munro-Stasiuk and Madeleine Kidd to develop a brochure of family-friendly policies.

Phyllis Vair and Nancy Daczko-Krestan continue to serve on improving campus climate for individuals with accessibility issues. They served on the campus electronic and information technology accessibility strategic plan working group. In addition, CTL co-sponsored the first campus accessibility colloquium "Living, Working and Learning with Disabilities" held in October.

Collaborations with OCDE, Information Services

CTL continues to collaborate with the Office of Continuing and Distance Education. For example, OCDE contributes significantly to Innovation Intersession training and consultation. In addition, CTL and OCDE serve on an *ad hoc* committee organized by the Provost to address issues related to quality of online instruction. CTL, OCDE and Information Systems have also begun to identify opportunities for faculty to explore innovative pedagogy involving the Adobe suite. In addition, the CTL will co-sponsor an upcoming education technology conference that will occur in Fall 2019.

Zoom Rooms

The CTL is working with the Regional Campuses to support their efforts related to remote classrooms. Zoom Rooms provide regional campuses the ability to deliver courses synchronously across multiple campuses while maintaining as much of the traditional face-to-face classroom experience and interaction as possible. LeighAnn Tomaswick has provided faculty with information on best practices for pedagogy in remote classrooms through multiple workshops and individual consultations. In addition, LeighAnn is a member of the Zoom Room Governance Group.

University Teaching Council

The CTL continues to provide advisory, administrative and website support for the UTC as well as the Annual UTC Celebrating College Teaching Conference held each Fall. The Center will continue to provide services to support the enhancement of teaching and learning opportunities through travel, workshop and teaching development grants.

FlashPort

FlashPort is continuing to gain prominence as a key resource for faculty and staff. Judy Lightner, the FlashPort liaison, works with university and department representatives to keep FlashPort current. Most notably, she implemented a Faculty Success tab to serve as a repository for university resources such as Family Friendly policies and mentoring information.

E. Scholarship

The Center for Teaching and Learning was very active in scholarship this year with presentations at the International Society for the Scholarship of Teaching and Learning, the Professional and Organizational Development (POD) Network, the Lilly Conference on College Teaching, International Perspectives in Higher Education and the Pittsburgh Regional Teaching and Learning Symposium (see Appendix XI).

F. CTL Social Media Presence

The Center for Teaching and Learning made a concerted effort during Spring semester to increase its social media presence by: 1) increasing the number of individuals and units followed at KSU; 2) following other Centers for Teaching and Learning; 3) increasing the number of tweets/retweets on topics related to Teaching and Learning. This resulted in a 25% increase in the number of followers on Twitter and a 10 to 20-fold increase in "traffic" as gauged by the numbers of Tweet impressions and profile visits (See Appendix XII). In the coming year, the Center will continue working to enhance the visibility of resources to support teaching and learning through social media.

Appendix I: CTL Audience

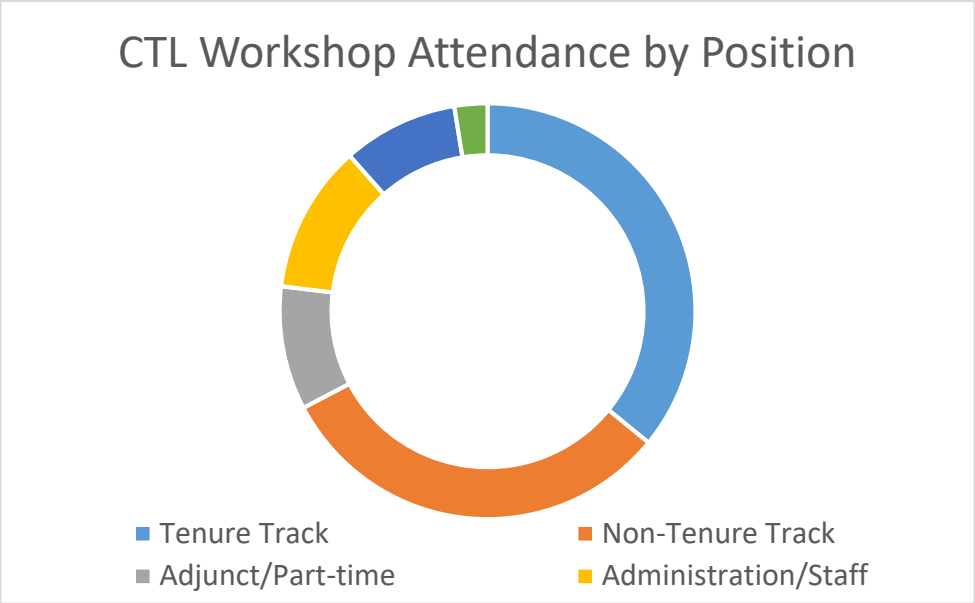


Figure 1. Participants at CTL events based on position

Table 1: CTL Workshop Attendance by College and Department

Departments	**Colleges**
English	College of Arts & Sciences
Biological Sciences	College of Arts & Sciences
Chemistry & Biochemistry	College of Arts & Sciences
Teaching, Learning & Cur STD	College of Education, Health and Human Services
Foundations, Leadership, and Administration	College of Education, Health and Human Services
College of Podiatric Medicine	College of Podiatric Medicine
Art	College of the Arts
Ashtabula Campus	Regional Campuses
Mathematics	College of Arts & Sciences
Theater & Dance	College of the Arts
Modern & Classical Lang Studies	College of Arts & Sciences
School of Health Sciences	College of Education, Health and Human Services
Fashion Design & Merchandising	College of the Arts
Office of Continuing and Distance Education	Office of the Provost
Public Health	College of Public Health
Business Administration	College of Business Administration
Psychology	College of Arts & Sciences

Departments	Colleges
Management & Information Systems	College of Business Administration
Computer Science	College of Arts & Sciences
Geology	College of Arts & Sciences
Geography	College of Arts & Sciences
Lifespan Development and Educational Sciences	College of Education, Health and Human Services
Journalism & Mass Communication	College of Communication & Information
College of Arts & Sciences	College of Arts & Sciences
College of Education, Health and Human Services	College of Education, Health and Human Services
Others- Non-university Organization	Others
History	College of Arts & Sciences
College of Communication and Information	College of Communication & Information
Academic Affairs – Education	Office of the Provost
Communication Studies	College of Communication & Information
NE OHIO Trade & Econ Consortium	Others
Visual Communication Design	College of Communication & Information
UNIVERSITY COLLEGE	University College
Institutional Research	Office of the Provost
Architecture & Environmental Design	College of Architecture & Environmental Design
Sociology	College of Arts & Sciences
Stark Campus	Regional Campuses
Center for the Study of Gender and Sexuality	College of Arts & Sciences
School of Digital Sciences	College of Communication & Information
BIO/ EPI/ ENV	College of Public Health
Dance Division - MACC Annex	College of Arts & Sciences
Graduate students	Others
Provost Office	Office of the Provost
Accounting	College of Business Administration
UNIV COMMUNICATIONS & MARKETING	University Communications and Marketing
Student Affairs	Division of Student Affairs
Airport	Others
DL/Pedagogical Support	University Libraries
Political Sciences	College of Arts & Sciences
OFC OF VP, Diversity Equity Inclusion	Others
Philosophy	College of Arts & Sciences
Physics	College of Arts & Sciences

Appendix II: Workshop Evaluation Process

The success of workshops was determined through surveying workshop participants. Workshops held early in the year were evaluated using a survey (Original) with four total items intended to measure four dimensions of success, whereas later workshops were evaluated with a more detailed instrument (Updated) that measured 5 dimensions over 18 items. Both instruments used a 5-point Likert scale ranging from "strongly disagree" to "strongly agree".

- The Original Survey consists of four dimensions:
  1- Learning degree (1 item).
  2- Session Impact (1 items).
  3- Presentation Proficiency (1 item).
  4- Overall rating (1 item).
- The Updated Survey consists of five dimensions:
  1- Workshop Content Suitability (5 items).
  2- Workshop Delivery (2 items)
  3- The presenter (3 items).
  4- Impact on Participants (4 items).
  5- Overall Organization (4 items).

Workshop Evaluation Form (Updated Survey)

Workshop Title: …….. Date: …….

Please, would you return the evaluation form to the evaluation box and the name tag to the name tag box on the registration table at the end of the workshop.

We appreciate your time and participation.

No.		Evaluation scale				
		Strong agree	Agree	Neutral	Disagree	Strongly Disagree
1	The workshop content was clear and organized.	5	4	3	2	1
2	If materials were provided, materials were relevant to the topic.	5	4	3	2	1
3	Workshop provided practical strategies to implement.	5	4	3	2	1
4	Workshop provided opportunities to connect with other colleagues.	5	4	3	2	1
5	Workshop encouraged me to reflect critically on the learning and teaching process.	5	4	3	2	1
6	Workshop activities suited and supported the workshop outcomes.	5	4	3	2	1

No.		Evaluation scale				
		Strong agree	Agree	Neutral	Disagree	Strongly Disagree
8	The workshop atmosphere was positive and simulated learning.	5	4	3	2	1
9	The presenter created an interactive environment.	5	4	3	2	1
10	The presenter was able effectively to facilitate the discussion.	5	4	3	2	1
11	The presenter was engaging and informative.	5	4	3	2	1
12	This session broadened my knowledge on this topic.	5	4	3	2	1
13	The session stimulated me to think about new concepts.	5	4	3	2	1
14	The session stimulated me to see old concepts in a new way.	5	4	3	2	1
15	Workshop motivated me to consider making some changes in regard to teaching.	5	4	3	2	1

No.		Evaluation scale				
		Excellent	Very good	good	fair	poor
16	Workshop location.	5	4	3	2	1
17	Workshop duration.	5	4	3	2	1
18	The workshop was well planned.	5	4	3	2	1
19	Overall rating of the workshop.	5	4	3	2	1

1- What was best about this session and its contents?
2- What will you do with your key learning (One Small Thing)?
3- What could be improved or revised?
4- Would you like more information on this topic? If so, please provide more details.
5- Any questions or comments about the event?

Appendix III: Evaluation of Keynote Events

Figure 1: James Lang Keynote, Small Teaching: From Minor Changes to Major Learning

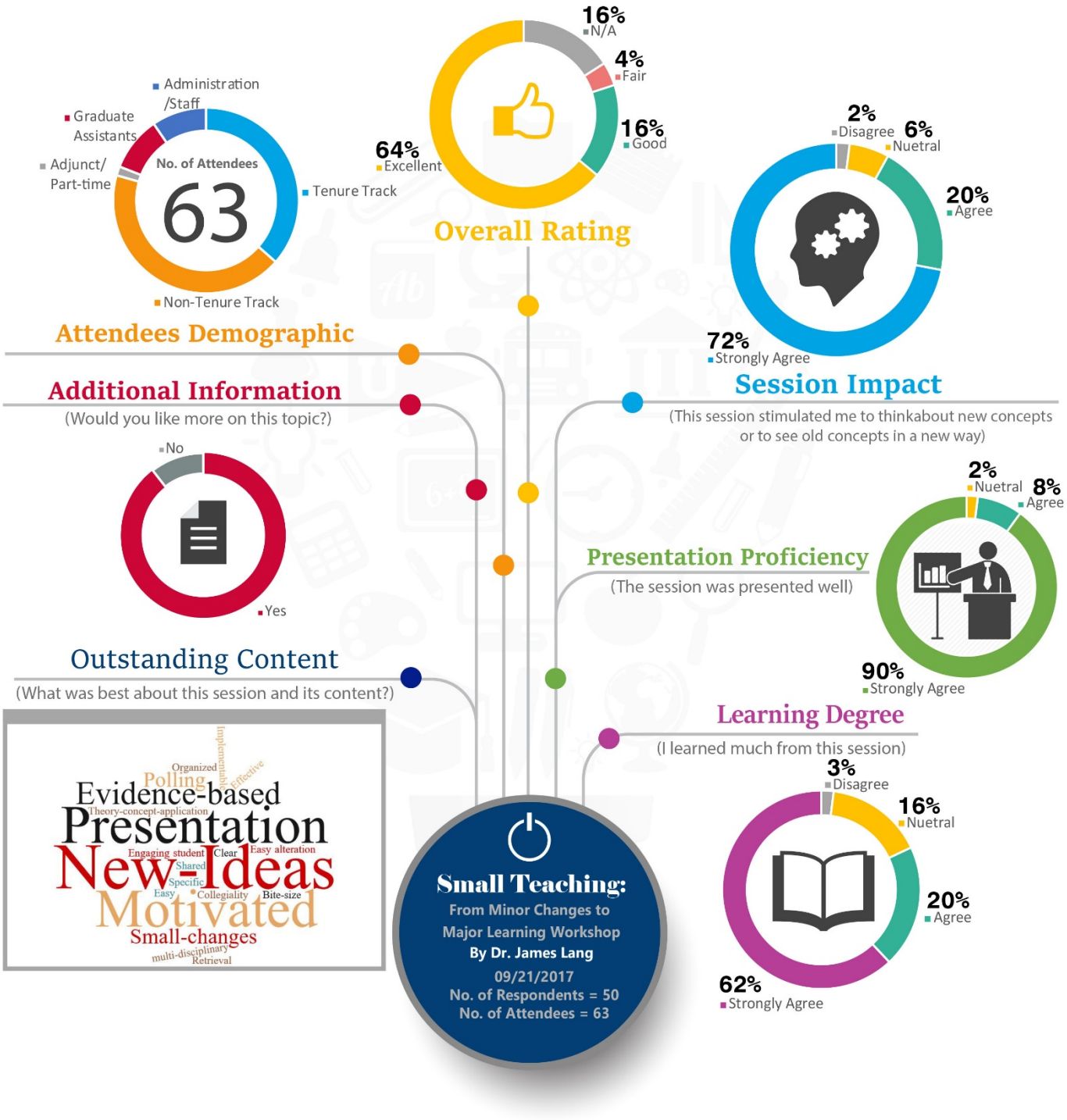


Figure 2: James Lang Small Teaching Workshop

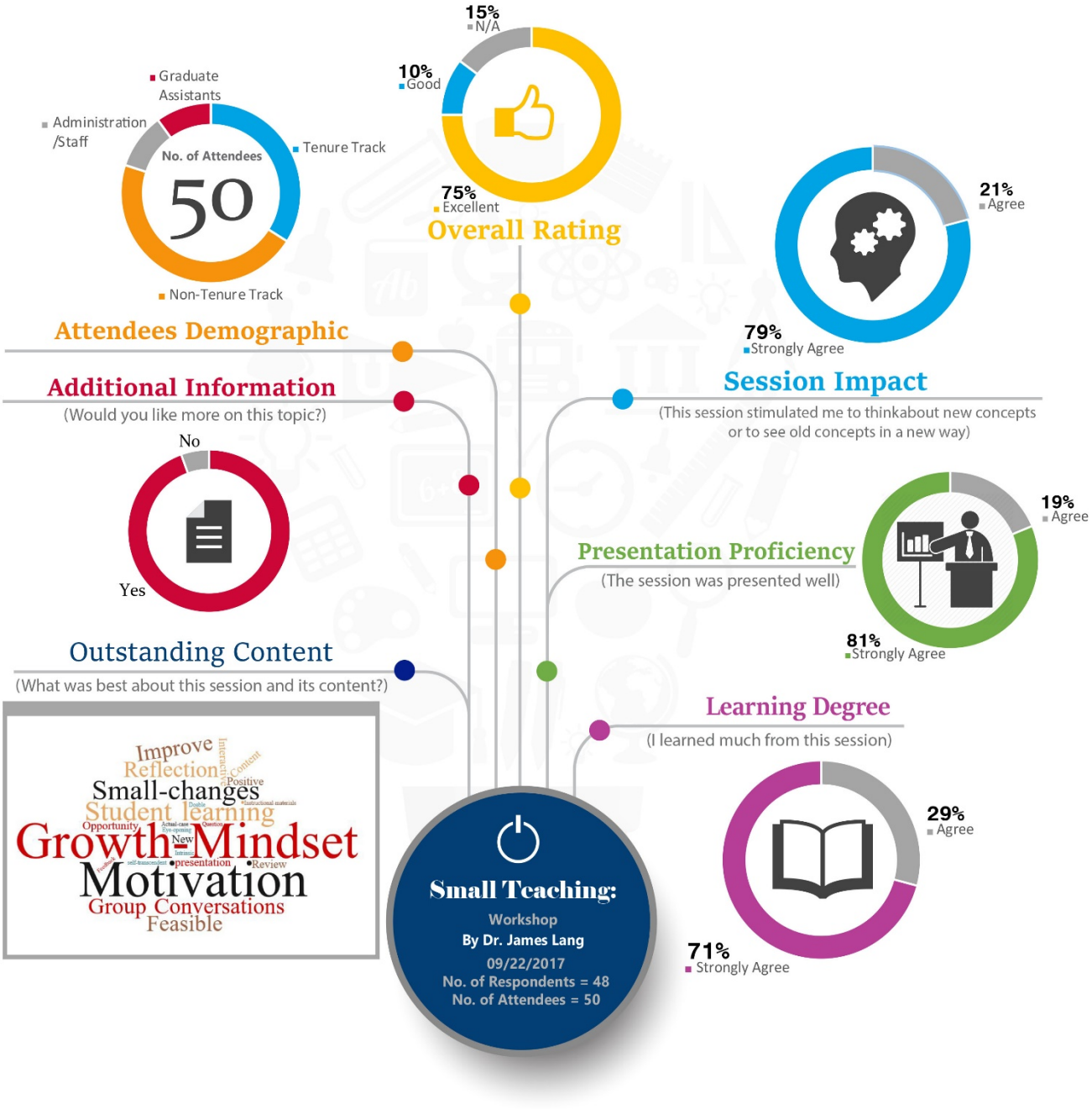
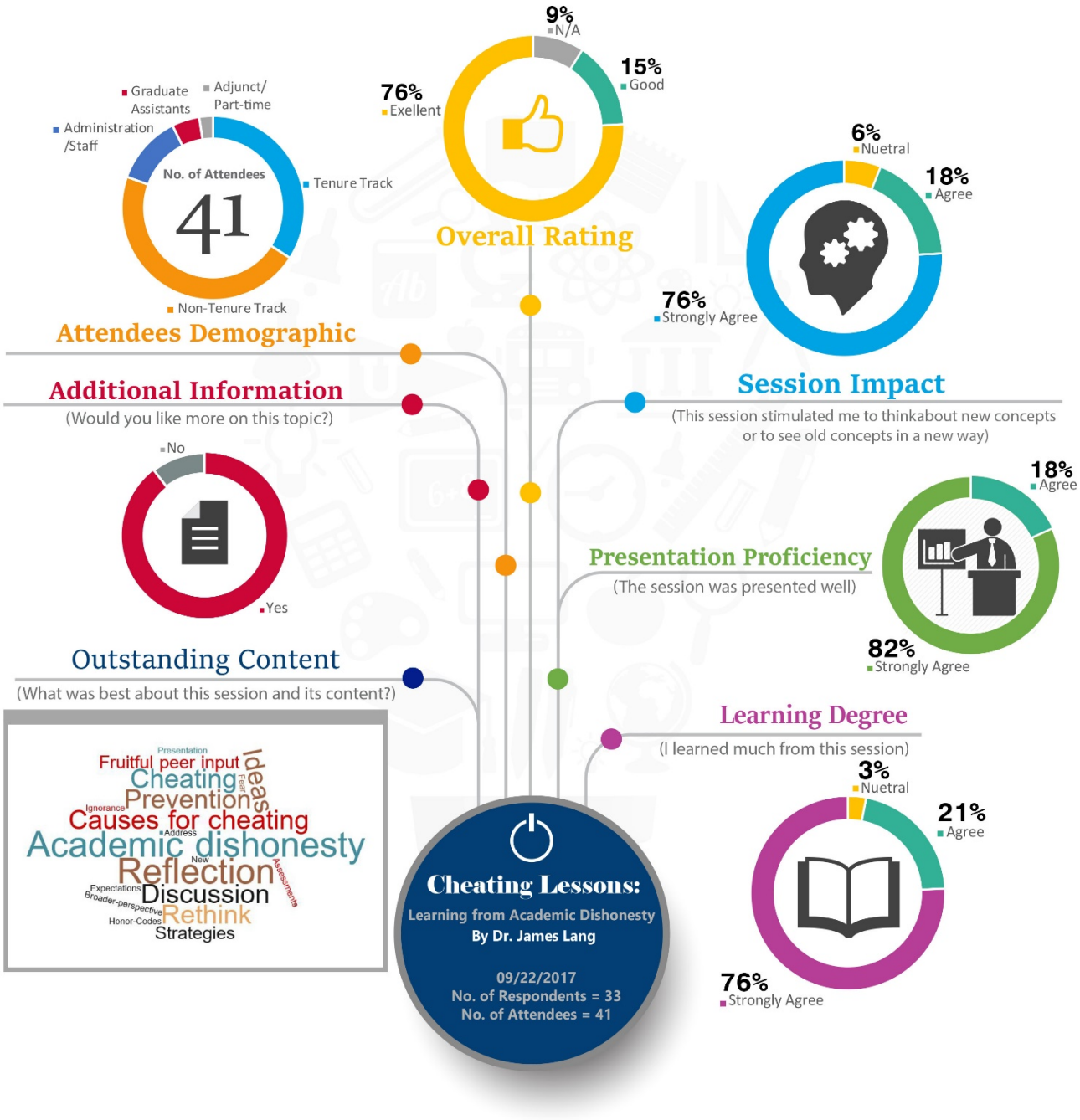


Figure 3: James Lang Workshop Cheating Lessons: Learning from Academic Dishonesty



Appendix IV: Invited Workshops for Individual Programs

Session Name	Date	Semester	Number of Responses	No. of Attendees
Fashion- Student Learning & Gen Z	8/ 25/ 2017	Fall	20	Unknown
East Liverpool Nursing Retreat	1/8-9/2018	Spring	6	6
Trumbull - Rubrics –Physical Therapy Assisting Program	1/11/18	Spring	6	12
Twinsburg - Students Today -Associates Degree in Nursing (AND)	1/11/18	Spring	23	40
Active Learning in Integrated Science Building	8/23/17	Fall	None	19

Session Name / Date	No. of Responses/ Attendees	Evaluation Categories				
Evaluated with Original Survey						
		Learning Degree	Session Impact	Presentation Proficiency	Overall Rating	
Fashion- Student Learning & Gen Z - 8/25/17	20/ unknown	5: 55% 4: 45%	5: 95% 3: 5%	5: 76% 4: 12% 3: 12%	5: 85% 4: 10% N/A: 5%	
Evaluated with Updated Survey						
		Workshop Content Suitability	Workshop Delivery	The presenter	Impact on Participants	Overall Organization
East Liverpool Nursing Retreat 1/8-9/2018	6/ 6	5: 100%	5: 100%	5: 100%	5: 96% 4: 4%	5: 75% 4: 20% 3: 5%
Trumbull – Rubrics 1/11/18	6/ 12	5: 53% 4: 40% 3: 7%	5: 59% 4: 33% 3: 8%	5: 67% 4: 28% 3: 5%	5: 62% 4: 38%	5: 38% 4: 54% 3: 8%
Twinsburg - Students Today 1/11/18	23/ 40	5: 81% 4: 10% 3: 9%	5: 76% 4: 15% 3: 9%	5: 81% 4: 10% 3: 9%	5: 81% 4: 10% 3: 7% 2: 2%	5: 76% 4: 21% 3: 3%
Overall	35/more than 58	5: 78% 4: 17% 3: 5%	5: 78% 4: 16% 3: 6%	5: 83% 4: 12% 3: 5%	5: 80% 4: 17% 3: 2% 2: 1%	5: 63% 4: 32% 3: 5%

Invited Workshops for Individual Programs

(Aggregate Evaluation)

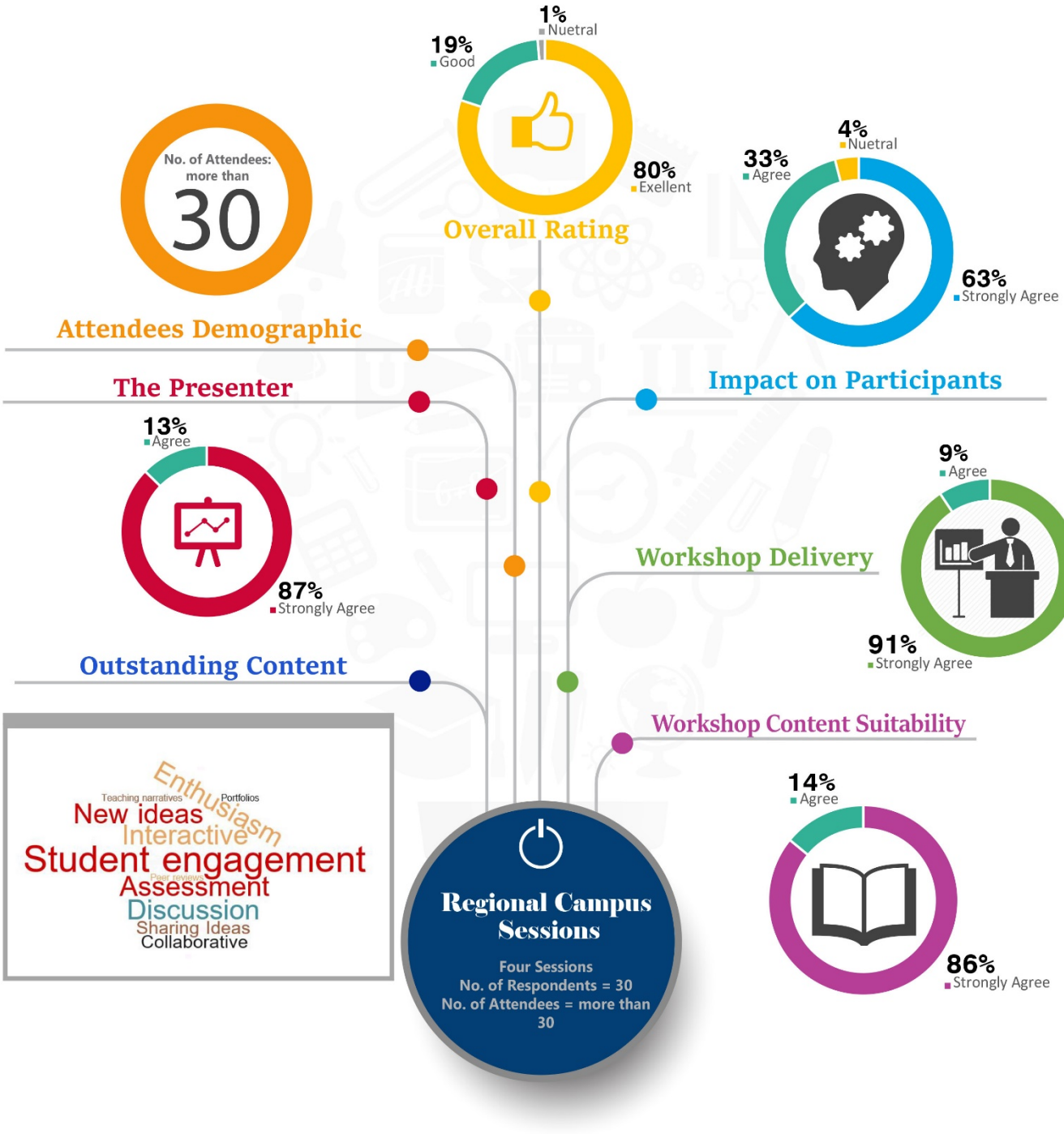
Appendix V: Regional Campus Workshops

Session Name	Date	Semester	Number of Responses	No. of Attendees
Salem Convocation - Early & Often Assessment	8/22/17	Fall	13	Unknown
Ashtabula Student Learning & Gen Z	1/30/18	Spring	14	23
Tuscarawas - Assessment: Moving Beyond the Blank Stare	3/9/ 2018	Spring	7	Unknown
Tuscarawas - Preparing Teaching Portfolios	3/9/ 2018	Spring	9	Unknown

Session Name / Date	No. of Responses/ Attendees	Original Survey Responses				
		Learning Degree	Session Impact	Presentation Proficiency	Overall Rating	
Salem Convocation - Early & Often Assessment	13/ unknown	5: 61% 4: 31% 2: 8%	5: 77% 4: 15% 2: 8%	5: 77% 4: 15% 3: 8%	5: 77% 4: 15% 3: 8%	
Updated Survey Responses						
		Workshop Content Suitability	Workshop Delivery	The presenter	The Participants	Overall Organization
Ashtabula Student Learning & Gen Z 1/30/18	14 / 23	5: 86% 4: 13% 3: 1%	5: 90% 4: 10%	5: 69% 4: 31%	5: 44% 4: 44% 3: 12%	5: 69% 4: 31%
Tusc - Assessment: Moving Beyond the Blank Stare 3/9/18	7 / unknown	5: 91% 4: 9%	5: 93% 4: 7%	5: 100%	5: 89% 4: 11%	5: 82% 4: 14% 3: 4%
Tusc - Preparing Teaching Portfolios 3/9/18	9 / unknown	5: 80% 4: 20%	5: 89% 4: 11%	5: 93% 4: 7%	5: 56% 4: 44%	5: 89% 4: 11%
Overall	30/ more than 30	5: 86% 4: 14%	5: 91% 4: 9%	5: 87% 4: 13%	5: 63% 4: 33% 3: 4%	5: 80% 4: 19% 3: 1%

Regional Campus Workshops

(Aggregate Evaluation)



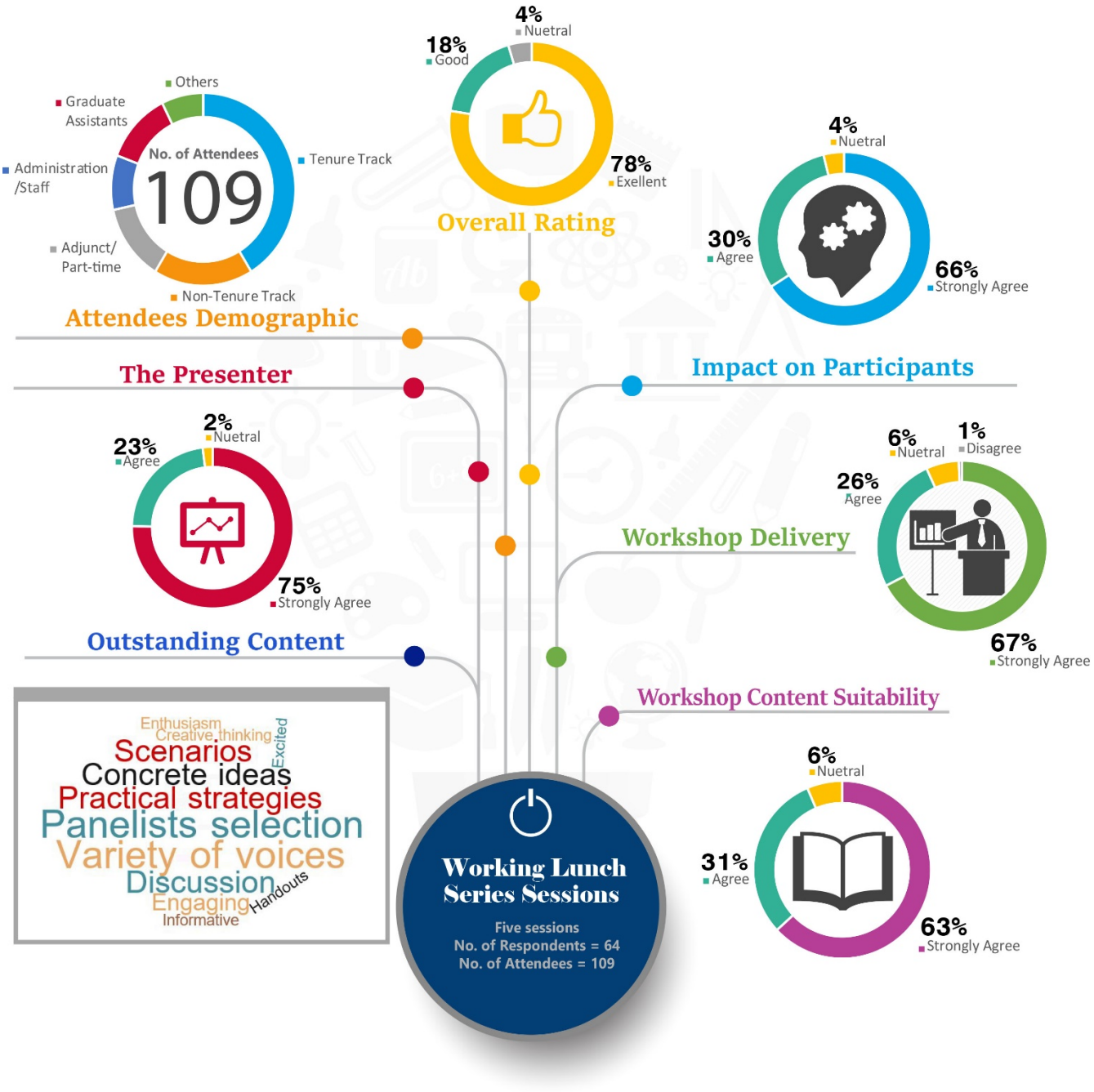
Appendix VI: Working Lunch Workshops

Session Name	Date	Semester	Number of Responses	No. of Attendees
Encouraging Students to Think Creatively	11/8/17	Fall	18	19
Small Teaching in Large Classrooms	10/17/17	Fall	9	19
Navigating Difficult Conversations and Controversial Subjects	12/6/17	Fall	20	23
Why Teaching for the Test is Effective Teaching: Workshop on Testing and Evaluation	1/26/18	Spring	12	15
Inclusive Teaching	2/15/18	Spring	5	33

Session Name / Date	No. of Responses/ Attendees	Workshop Content Suitability	Workshop Delivery	The presenter	The Participants	Overall Organization
Encouraging Students to Think Creatively -11/8/17	18/ 19	5: 44% 4: 43% 3: 12% 2:1%	5: 52% 4: 36% 3: 9% 2:3%	5: 47% 4: 43% 3: 8% 2: 2%	5: 47% 4: 43% 3: 8% 2: 2%	5: 65% 4: 28% 3: 7%
Small Teaching in Large Classrooms- 10/17/17	9/ 19	5: 75% 4: 25%	5: 78% 4: 17% 3: 5%	5: 85% 4: 15%	5: 75% 4: 25%	5: 89% 4: 11%
Navigating Difficult Conversations and Controversial Subjects- 12/6/17	20/ 23	5: 55% 4: 43% 3: 2%	5: 73% 4: 24% 3: 3%	5: 68% 4: 30% 3: 2%	5: 49% 4: 46% 3: 5%	5: 71% 4: 25% 3: 4%
Why Teaching for the Test is Effective Teaching- 1/26/18	12/ 15	5: 61% 4: 33% 3: 6%	5: 54% 4: 42% 3: 4%	5: 75% 4: 25%	5: 77% 4: 17% 3: 6%	5: 83% 4: 15% 3: 2%
Inclusive Teaching 2/15/18	5/ 33	5: 80% 4: 8% 3: 12%	5: 80% 4: 10% 3: 10%	5: 100%	5: 80% 3: 20%	5: 80% 4: 10% 3: 10%
Overall	64/109	5: 63% 4: 31% 3: 6%	5: 67% 4: 26% 3: 6% 2: 1%	5: 75% 4: 23% 3: 2%	5: 66% 4: 30% 3: 4%	5: 78% 4: 18% 3: 4%

Working Lunches

(Aggregate Evaluation)



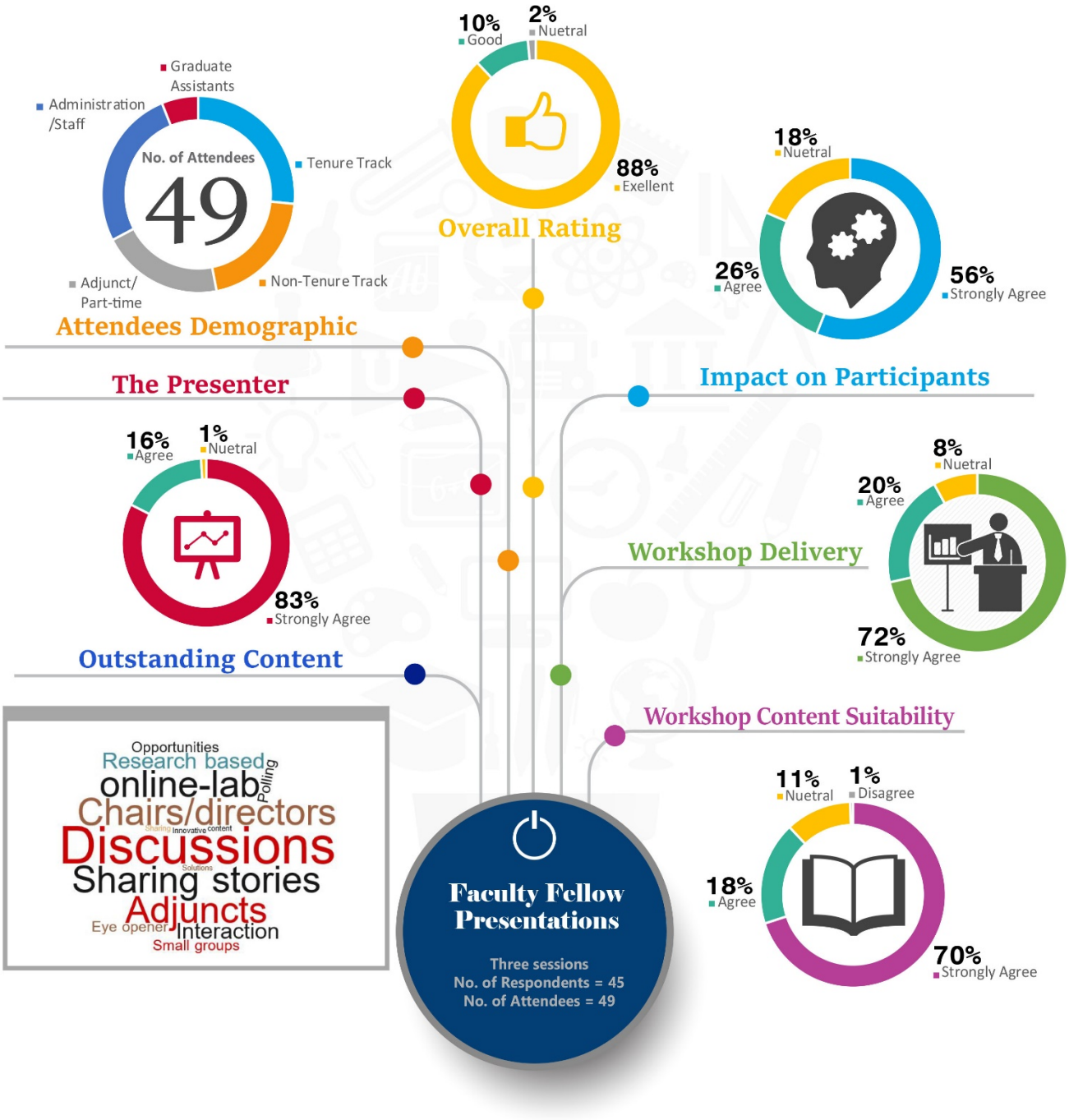
Appendix VII: Faculty Fellow Workshops

Session Name	Date	Semester	Number of Responses	No. of Attendees
Transitions to Leadership-	9/13/17	Fall	8	9
Online Science Labs: Challenges and Opportunities	3/16/18	Spring	16	19
Hearing Adjuncts: Best Practices for Faculty Support	4/13/18	Spring	21	21

Session Name / Date	No. of Responses/ Attendees	Evaluation Categories				
Evaluated with Original Survey						
		Learning Degree	Session Impact	Presentation Proficiency	Overall Rating	
Transitions to Leadership- 9/13/17	8 / 9	5: 55% 4: 45%	5: 95% 3: 5%	5: 76% 4: 12% 3: 12%	5: 85% 4: 10% N/A: 5%	
Evaluated with Updated Survey						
		Workshop Content Suitability	Workshop Delivery	The presenter	The Participants	Overall Organization
Online Science Labs: Challenges and Opportunities	16 / 19	5: 62% 4: 20% 3: 17% 2:1%	5: 62% 4: 22% 3: 16%	5: 75% 4: 23% 3: 2%	5: 53% 4: 30% 3: 17%	5: 84% 4: 14% 3: 2%
Hearing Adjuncts: Best Practices for Faculty Support 4/13/18	21/21	5: 78% 4: 16% 3: 6%	5: 81% 4: 19%	5: 90% 4: 10%	5: 59% 4: 21% 3: 20%	5: 91% 4: 8% 3: 1%
Overall Three sessions	45/49	5: 70% 4: 18% 3: 11% 2: 1%	5: 72% 4: 20% 3: 8%	5: 83% 4: 16% 3: 1%	5: 56% 4: 26% 3: 18%	5: 88% 4: 10% 3: 2%

Faculty Fellows Workshops

(Aggregate Evaluation)



Teaching Tools in a Flash

KENT STATE UNIVERSITY
Center for Teaching and Learning

Active Learning – Jigsaw

LeighAnn Tomaswick
June 26, 2017

Cite this resource: *Tomaswick, L. (2017). Active Learning – Jigsaw. Kent State University Center for Teaching and Learning. Retrieved [todaysdate] from http://www.kent.edu/ctl/educational-resources/active-learning-jigsaw/*

What is Jigsaw?

Jigsaw is a cooperative group activity in which students are interdependent to achieve a common goal. In part one, each group is provided a different prompt. The group members become experts on that prompt and create a group response. In part two, new groups are the formed; comprised of students from different expert groups. Each student in the intermixed group is expected to teach the other group members their prompt-response from their previous group, "expert group". The intermixed groups then complete a new task. The success of the group depends on each individual and therefore prompts engagement from individual students.

(Image Modified from: Yotam's Courses Google Site, Activity #2 – Jigsaw, accessed Feb. 2017)

Introduction

Elliot Aronson and colleagues developed the Jigsaw technique, in the early 1970s, in order to reduce tensions and decrease competition in the classroom (APA, 2003). The strategy encourages students to actively listen, engage with others and prompt students to practice their communication skills, teamwork skills and critical thinking skills (Artut & Tarim, 2007; Perkins & Saris, 2001). Jigsaw has also been shown to improve student autonomy, learning gains and retention of the material encountered (Hanze & Berger, 2007; Perkins & Saris, 2001).

As with any group work technique, it can be difficult to engage all students or reign in a dominant student to allow others to participate. What is great about jigsaw is that it naturally diminishes both of those challenges while increasing individual and group accountability. Jigsaw also provides a mechanism for differentiated instruction; whether it be students needing conversations with others, more time or the ability to ask questions of the instructor. It also helps students who "got it" and mentally check out because they are expected to help their group members understand the material.

The keys to a successful Jigsaw session are **alignment** and **arrangement**. The prompts for the groups need to be **aligned** with successful group work properties; a challenging problem, one that requires multiple approaches, or one that benefits from diverse perspectives. **Arrangement** refers to the group arrangement; in large classes particularly, leaving it up to students to find others from

different expert groups can become chaotic and take valuable class time. Arrangement can be self-selected, randomly assigned by the instructors or deliberately chosen based on abilities or interests. Some studies suggest that the intermixed groups are alternated. This provides an ability for students to learn to work with a wider aware of their classmates.

Implementation

1. Describe Jigsaw to your students; why you are doing it (how it improves learning) and acknowledge that it may be out of a student's comfort zone to participate.
2. Divide your students into 3 or more groups of 3-5 students; the "expert groups"
    a. These expert groups can be made of students who sit beside each other, randomly chosen or deliberately chosen based on abilities or interests.
3. Assign each group a prompt in which they will become experts on that prompt and agree on a response to that prompt. Note taking is usually suggested.
    a. Typically, students are assigned different readings or videos to complete prior to coming to class, "All red expert group students' read ___, all green expert group students; read ____". They then need to come to the same understanding of that pre-class assignment prior to obtaining the related prompt.
    Assessment possibility: Each student turns in their notes and/or completes self & peer evaluations related to contributions to group work (increases individual accountability)
4. Groups are intermixed, so that there are representatives from each expert group are present.
    a. This intermixing can be facilitated by giving students numbers while in the expert groups. Upon rearrangement, you could have all 3s work together in the front right corner of the room; telling students who and where is key to making the rearrangement go more smoothly and quickly.
5. Experts teach their new group members their response; instructors should circulate to answer questions, guide groups thinking and to see if students need additional work if they completed early.
6. Groups complete a task and share their result.
    a. Turned in or communicated with entire class
    b. Type of task:
    Alternative: A new prompt is provided to the new groups that requires the combination of their expertise to respond. You could also have groups present to the entire class. (increases group accountability)

Frequently Asked Questions

a) *There are groups where one person is taking over, what can I do to help spread the work*? Select a leader for each group that will ensure each member is involved equitably; you could also allow the students to pick this leader as they will likely choose the someone who is not the dominant person to help control that dominant person (Note: allowing students to decide does take class time)

b) *There is clearly a (or multiple) student who is collecting the profits of their group while not doing the work; what can I do*? It could be as simple as having students turn in their individual notes and those taken after conversing with their expert group. If this "profiting" is happening in the second group (jigsaw, study, mixed expert members), the solution may be in a peer-evaluation

or reviewing the second group activity to ensure it is difficult enough it requires all member's expertise. If you know the student did not prepare or is not doing their share, they can be removed from the group and put in a group where others did not prepare or were not contributing.

c) *Is it appropriate for students to use their computers during this activity?* It depends on your question and your learning goals. If you would like your students to research a specific topic during class or product something online or done more professionally, you may want your students to have computers or their cell phones out. Otherwise, this technique can be as simple as having prompts on a screen, handed out at the beginning of the class or provided prior to class.

d) *What are some easy ways to form groups?*
    a. You may want to assign students for both their expert and intermixed groups. This may save time and you could control who works with who. Groups can be formed by assigning numbers and letters to the class roster (A1, B1, C1, D1, A2, B2, C2, D2; A work in expert groups together, intermixed groups are all 1's together, etc.). A deck of cards can also be used; ex. expert groups are similar numbers while intermixed groups are suits.
    b. Expert groups: The simplest way is to have the expert groups formed by having student work people right beside them. If there was a pre-class quiz or assignment, students could be grouped based on their responses (similar response groups or to ensure diversity of responses in groups).
    c. Intermixed groups: In small classes, students can form groups to ensure a mixture of people from different expert groups (this could take time though). You could play a sort of musical chairs with students from expert groups; asking student with certain characteristics to move to certain tables ("person with 1st birthday in the year go ___" or "person whose first name starts with the earliest letter in the alphabet go ___"). You could also make intermixed groups more deliberately by reviewing majors, grades, career interests and other student characteristics.

e) How can I assess students if I use this strategy?
    a. Pre-class work – this could be done online in Blackboard before class or at the beginning of class using paper, Blackboard or a student response system (a quick multiple choice quiz, short answer or have them turn in their notes). Assessing pre-class work helps incentivize students to complete the assigned work.
    b. Individuals during class– students turn in a reflection of what they originally thought and then their thoughts after the expert group time. They can also turn in individual solutions to both the expert group and intermixed group tasks.
    c. Groups – students have to present their product from intermixed group task to the class. Students could complete peer assessments regarding who contributed what to the prompt.

f) *What different types of prompts work; how do I break it up for the different groups?* The first thing you will want to ensure is that the prompt aligns with your learning objectives for the day. The prompts can be the same for the intermixed groups and the prompts for the expert groups can be similar; see examples below.

a. The expert group prompt may be a reading. Each group gets a reading (prior to or during class). They work in their expert groups to come to a similar understanding and answer guided questions prior to going to the intermixed groups to learn about the other readings their peers read. The intermixed groups may need to synthesize similarities, differences or how all of the readings apply to some theory, concept or simply the learning objective for the day.
b. The expert groups can take on roles of different stake holders. They then have to solve a problem in the intermixed group while considering each stake holder.
c. The expert groups may learn about a certain characteristics about a topic. The intermixed groups then have a problem to solve in which they need all of the information from each expert group to make an educated solution.
    i. Expert group: location details - demographics, natural resources, land and water forms, imports and expert and politics. Intermixed group: solve a problem related to that location (building, business, environmental, or politically based problem)
    ii. Expert group: Businesses details - employees, benefits, revenue. Intermixed group: develop a business plan to improve the company.
    iii. Expert group: boost sales in print, social media, in-person, TV-2. Intermixed groups and develop a plan using all 4+ methods to boost sales
    iv. Expert group: different details about a patient/student. Intermixed groups: develop a treatment plan or plan to help student.
    v. Expert group: specific part of a cell. Intermixed group: describe how they work together and/or solve a problem related to a function of the cell.
    vi. Expert groups: mean, median, mode range. Intermixed group – teach each other how to find the __ or use a program to find the ___ then solve a problem where they need to find all of the expert piece prompts.
    vii. Expert groups: ionic bonding, covalent bonding, hydrogen and van der Waals, and basic concepts about bonds. Intermixed groups: teaching each other, develop key points (comparisons) and take a test related to chemical bonds.

g) *I have a large number of students, who would this work in a large class?* You can have groups working on the same prompts. When they go to their intermixed groups, advise them who to work with and where to ensure a quick change from expert to intermixed groups.

Other Resources

Jigsaw.org
https://www.jigsaw.org/

46 different jigsaw activities (geoscience, environmental science, biology, geography and language); using images, maps, hand samples, thin section, for analyzing data sets, in the field & in reading literature.
http://serc.carleton.edu/sp/library/jigsaws/activities.html

Socio-environmental case studies
http://www.sesync.org/for-you/educator/case-study-collection

National Center for Case Study Teaching Science. You can search this site based on subject, educational level and type/methods among other characteristics. The case can be used by the groups.
http://sciencecases.lib.buffalo.edu/cs/collection/
Tips for implementing group work in the classroom
https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/alternatives-lecturing/group-work/implementing-group-work-classroom

4 Things You Don't Know About the Jigsaw Method.
https://www.cultofpedagogy.com/jigsaw-teaching-strategy/

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Appendix IX: Teaching Scholars Program

Table 1: Teaching Scholar Behavioral Changes

Item	Greatly Increased	Moderately Increased	About the Same
I reflect on the effectiveness of my teaching practices	80%		20%
I seek to keep my teaching innovative by learning about new pedagogies	80%		20%
I regularly participation in conversations with faculty about innovative teaching	80%	20%	
I seek out/consult literature about evidence-based teaching practices	60%	20%	20%
I communicate my research on teaching and learning results to others	80%	20%	
I share my scholarship of teaching and learning (SoTL) research through publication or conference presentations		100%	
I discuss issues related to teaching with faculty members from various disciplines	40%	60%	
I promote discussions of teaching innovations and SoTL in my department	50%	25%	25%
I encourage research on teaching and learning with colleagues	40%	20%	40%
I share my teaching experience/SoTL with my colleagues formally or informally	60%	40%	

Number of Respondents (5 of 9 participants)

Table 2: Teaching Scholar Perceptions of Program Outcomes

Item	Strongly Agree	Somewhat Agree	Neither Agree nor Disagree
I feel more connected to faculty in other disciplines	100%		
I have a more comprehensive understanding of SoTL literature and outlets for SoTL research	80%		20%
I have more confidence in my understanding of appropriate methods to conduct research on teaching and learning	80%	20%	
I have a clearer understanding of Institutional Review Board policies and procedures	20%	60%	20%
I have more confidence in designing SoTL research studies	40%	60%	
I have more confidence in selecting appropriate data collection methodologies	20%	80%	
I have more confidence in analyzing data and reporting the results of SoTL research	40%	60%	

Number of Respondents (5 of 9 participants)

Appendix X: Innovation Intersession

Participants responded yes/no/unsure to whether the following features were effective or helpful: guest presentations, ability to network, brainstorming, critical self-evaluation, critical peer evaluation, access to resources, hearing peers' perspectives, printed materials, BlackBoard course, extra resources, reflective journals and modeling the flipped approach (Figure 1).

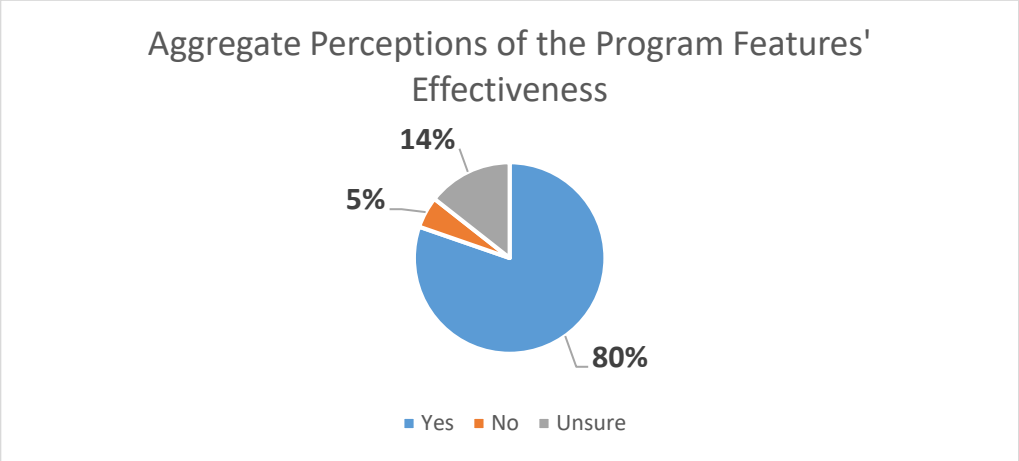

Figure 1

Participants were also asked for their perceptions of the program effectiveness. The survey asked them strongly agree/agree/disagree/strongly disagree with these statements (Figure 2).

- The program was well organized and expectations were clear.
- The lead-facilitator was knowledgeable about the topic.
- The lead-facilitator was well prepared.
- The objectives of the program were well aligned with the activities
- The program activities stimulated my learning and ability to flip my module.
- The activities in this program gave me sufficient practice and feedback to build a flipped module aligning with the literature.
- The pace of the program was appropriate.
- I accomplished the objectives of this program.
- I will be able to use what I learned from this program beyond my flipped module.
- The Blackboard course for the intersession was easy to navigate.
- The Blackboard course supplemented the in-class activities well.
- The pre-class work was appropriate.
- The book provided, Flipping the College Classroom: Practical Advice From Faculty, was a useful resource.
- I would be interested in attending a follow-up, more advanced workshop on this same subject. (i.e. turning this into a SoTL research project)
- I would recommend this program to others.

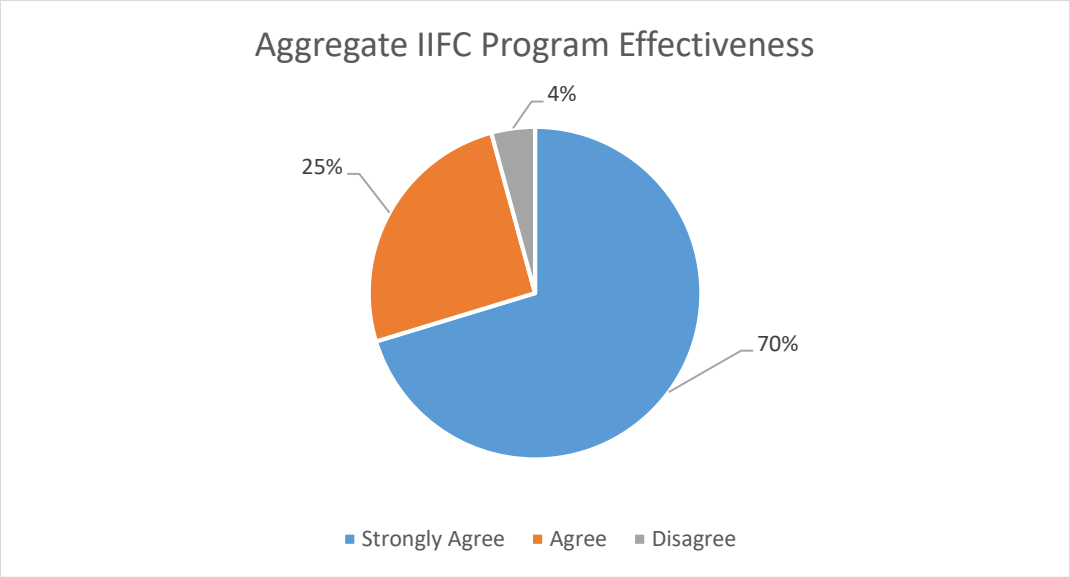
Aggregate IIFC Program Effectiveness
4%
25%
70%
Strongly Agree
Agree
Disagree

Figure 2

Appendix XI: CTL Scholarship

Presentations at National/International Conferences:

Jennifer Marcinkiewicz, LeighAnn Tomaswick, Glenn Dolphin, Hovig Kouyoumdjian. 2017. "How SoTL Became Part of Our Identities: Scientists Reflect on Inhibitors and Catalysts", panel presentation at the International Society for the Scholarship of Teaching and Learning. Calgary, Alberta, Canada.

LeighAnn Tomaswick, Judy Lightner. 2017. "Seventeen Years and Still Climbing: Chronicling a SoTL Faculty Learning Community from Multiple Perspectives" presented at the International Society for the Scholarship of Teaching and Learning. Calgary, Alberta, Canada.

LeighAnn Tomaswick. 2017. "You've Reached the Peak, But I Can't Follow: Crevasses in Flipped Classroom Literature." presented at the International Society for the Scholarship of Teaching and Learning. Calgary, Alberta, Canada.

Jennifer Marcinkiewicz, LeighAnn Tomaswick. 2017. "Decisions, Decisions, Decisions: How Do Science Faculty Teach?" presented at the Lilly Conference, Miami University, Oxford, OH.

Judy Lightner, David Dees, Jennifer Marcinkiewicz, LeighAnn Tomaswick, Josh Bird. 2017. "Centralizing Faculty Resources in a Complex Multi-Campus System". Presented at the PODNetwork Conference, Montreal, Quebec, Canada.

Judy Lightner, Jennifer Marcinkiewicz. 2018. "Development and Delivery of the Intercultural Faculty Scholars Cohort Program". Presented at International Perspectives on University Teaching and Learning, Orlando, FL.

Presentations at Regional Conferences

James Redfearn, LeighAnn Tomaswick. 2018. "Remedy for Unattended Office Hours." Presented at Pittsburgh Regional Faculty Symposium: Small Changes Advancing Learning.

Steve Riczo, LeighAnn Tomaswick. 2018. "Getting and Keeping Students' Attention in Large Classrooms: Lightning Rounds". Presented at Pittsburgh Regional Faculty Symposium: Small Changes Advancing Learning.

Appendix XII: CTL Social Media Outreach

Table 1: Major Social Media

Social Media Presence	2014-2015 Actual	2015-2016 Actual	2016-2017 Actual	2017-2018 Actual
Twitter	136	175	193	243
Facebook	132	162	168	165
Blackboard Learn	304	492	542	593

Table 2: Twitter Analytics Summary for 2017/2018

Month	Tweet impressions	Profiles Visits
April 2018	1,600	133
March 2018	1,954	177
February 2018	3,483	434
January 2018	542	173
December 2017	57	13
November 2017	62	19
October 2017	144	22
September 2017	295	37
August 2017	265	32

Note:

- **Tweet Impressions**: are the number of times a tweet shows up in somebody's timeline or stream line. In other words, it shows the number of views that the CTL tweets receive per month.
- **Profile Visits:** reflect the total number of visits of CTL accounts