

Center for Teaching Excellence

June 3, 1994

Subject: IUP Faculty Development Report

To: Evelyn Mutchnick

From: **Mary Ann Cessna, D.Ed.**
Director

Attached is a summary of the professional development activities at the Center for

Teaching Excellence for the 1993-94 AY. I can provide more details about each of these activities if needed.

IMPROVEMENT OF TEACHING AND LEARNING 1002.01

Submitted by Mary Ann Cessna, Director
Teaching Excellence Center (TEC)
June 3, 1994

A list of the 100 TEC book and 13 videotape/filmstrip holdings at the Center was compiled and distributed upon request.

In September 1993, the faculty were surveyed to determine the types of professional development activities desired. Ninety-four surveys were returned. Summary data are in Appendix I. The top five responses were:

1. Classroom alternatives to lecturing
2. Increasing student motivation

4. Encouraging critical thinking
5. Helping students become independent learners

These needs were addressed via nine workshops sponsored or cosponsored by the TEC.

WORKSHOPS (see Appendix II)

REFLECTIVE PRACTICE GRANT

Thirty-three faculty and 15 mentors participated in the Reflective Practice Grant funded

Excellence and the Deans .Barbara Blackledge was the project director assisted by Rob Ross

Appendix I:
Teaching Excellence Survey

TEACHING EXCELLENCE SURVEY, SEPTEMBER 1993

Name (please print) Tabulation Results of Teaching Excellence Survey

Campus Address _____

Campus Phone # of Surveys tallied = 94 College _____

Department _____ Rank _____

A list of topics found to interest faculty on other campuses appears below. Indicate with a check in the space provided, all topics of special interest to you. Check areas in which you would like to see programs planned, discussion groups formed, printed materials sent to you, etc. **Please return this survey to the**

- | | | | | | |
|-----------|----|-------------------------------------|-----------|-----|--|
| <u>20</u> | 1. | Designing course syllabi | <u>28</u> | 24. | Improving classroom tests |
| <u>19</u> | 2. | Preparing course objectives | <u>13</u> | 25. | Evaluating curriculum |
| <u>35</u> | 3. | Delivering effective lectures | <u>13</u> | 26. | Computerizing your testbank |
| <u>48</u> | 4. | Conducting lively discussions | <u>14</u> | 27. | Understanding student views about grades |
| <u>54</u> | 5. | Classroom alternatives to lecturing | | 28. | Computerizing your gradebook |
| <u>37</u> | 6. | Asking challenging questions | <u>16</u> | 29. | Preparing classroom materials (e.g., |
| <u>13</u> | 7. | Enhancing student notetaking | <u>16</u> | | |
| <u>8</u> | 8. | Helping test anxious students | | | |

1. A series of informal discussion groups focused on topics like those on the reading are listed

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

#42. Other Topics of Special Interest:

Three individuals listed "Collaborative and Cooperative learning"
Student Learning Committee
Assessing Student Performance
Discussing Situational Awareness
Using Classroom Visuals
Grading Methods

Nurturing Cross Curriculum Courses
Handling Difficult Faculty and Students

Developing Curriculum objectives, and Course Objectives
Teaching in the Laboratory
Job Placement for Students (Helping Students find jobs.)
Handling Controversial Topics in the Classroom
Dealing with Students Cheating on Exams

Writing to Learn (As opposed to Learning to Write.)
Faculty as Advisors (Sharpening Advising Skills.)
Gender Issues
Relating to different personality types, and cultural backgrounds.
Use of Video on Computer Demonstrations.
Designing an effective Syllabus
Creating a Workable Course Objective
Creating Course Assessment Systems that work.
Using Computer Labs in the Classroom

DATE: September 14, 1993

SUBJECT: 9/25 Workshop on Reflective Teaching Practices

TO: All Interested Faculty

FROM: Barbara Blackledge, Theatre Department

at IUP for 50 IUP faculty interested in developing reflective teaching practices towards self-assessment of their teaching. Dr. Mary Ellen Weimer, a national authority on teaching self-assessment

methods (and a most dynamic workshop leader) will be presenting

"A workshop for faculty and students"

F o c u s o n
A c a d e m i c I n t e g r i t y

November 16, 1993 3:00 p.m.
HUB Program Lounge

Sponsored by Senate Academic Committee

guest presenter
Frederick Miller

- **Dean of Student Services (South Campus) and Chief Legal Counsel
Community College of Allegheny County**
- **Workshop presenter on aspects of cheating on college campuses**

throughout region of Middle States Association

Questions to Think About

~~CHEATING ON COLLEGE CAMPUSES~~

THE CONSTANT THREAT

INDIANA UNIVERSITY OF PENNSYLVANIA

FREDERICK A. MILLER, ESQ,
DEAN OF STUDENT SERVICES
AND COLLEGE STAFF LEGAL COUNSEL

COMMUNITY COLLEGE OF ALLEGHENY COUNTY
PITTSBURGH, PENNSYLVANIA

The objective of the open presentations to faculty, staff, and students is to provide your institution with an overview of the problem of

cheating and plagiarism with an analysis of the following topics:

**SCHEDULE FOR
INSTRUCTIONAL DESIGN CENTER WORKSHOP
January 13 & 14, 1994 - 210 Stabley Library**

Goals

To educate decision makers and interested individuals about the technological changes in education and how

SCHOLARLY USES OF ELECTRONIC RESOURCES/DISCOURSES

Dr. Louis Crewe

Friday, April 8, 1994 - Breezedale Library

2 Andrew Browe Biology

4 Jerry Pickering Biology

6 Ali Aghbar English

7 John Barber English

8 Seodial Deena English

-9 David Downing English

10 Celene Seymour English

11 Michael Vella English

-12 Susan Forbes Geography

13 Jim Dougherty History

-14 Dale Landon History

15 Jim DeGeorge Journalism

16

N = 21 participants
12 Chem.

Indiana University of Pennsylvania
Departments of Chemistry and Physics
April 9, 1994

Facilitator: Ann Lucas

9:00 to 9:15	Coffee, Tea, and Donuts
9:15 to 9:30	Introduction
9:30 to 10:15	Expectations and Overview
10:15 to 10:30	Coffee Break
10:30 to 12:00	How do we want things to be? How are they now? Gap analysis. Establishing goals, action steps, and timelines
12:00 to 1:00	Lunch
1:00 to 2:00	Evaluate data. Prioritize issues. Discuss by department one high priority issue.
2:00 to 3:00	Analyze data: methods of problem solving, small group dynamics.
3:00 to 4:00	Follow-up Interventions to be Used by Departments. Evaluation of Progress, Next steps

CREATING LEARNING COMMUNITIES WORKSHOP

Afternoon Workshop Groups:

- #1. Francisco Alarcon, Math
Charlie Bertness, Math
Margaret Sempien, Math
Mary Micco, Computer Science
- #2. Bob Begg, Geography
Gail Sechrist, Geography
Whit Watts, Geography
Monte Tidwell, Anthropology
- #3. Mary Ann Cessna, Food & Nutrition
Nancy Norberg, Human Development & Environmental Studies
Marie Twal, Nursing
- #4. Joe Ritchie, Advising & Testing
David Stein, Special Education
George Walz, Psychology
Imogene Moyer, Criminology
- #5. Ruiess Van Fossen Bravo, Chemistry
Nicholas Christodouleas, Chemistry
Wendy Elcesser, Chemistry
Muhammad Numan, Physics
- #6. Dean Eiteman, Accounting
Mohamed Ghobashy, Accounting
Ronald Woan, Accounting
- #7. Peter Broad, Spanish
Karen Ready, German
Michael Vella, English
- #8. Barb Blackledge, Theatre
Jeannine Heny, English
~~Margie Mather, University of...~~

Cooperative Learning Center
University of Minnesota
150 Pillsbury Drive SE
Minneapolis, MN 55455

- | | | |
|---|--------------|---------|
| 1 | A. C. Browe | Biology |
| 2 | Martha Jack | Biology |
| 3 | Tom Lord | Biology |
| 4 | Ray Winstead | Biology |

Appendix III:

Reflective Practice Grant

1. List of Reflective Practice Grant Participants

2. Reflective Practice Grant Activities Report

Center for Teaching Excellence

155 Sutton Hall

Reflective Practice Grant
Participants by College, 1993-94

Business

Dean Eiteman (Accounting)

Madan Dasgupta (Marketing)

Rich Nowell (Special Education)

David Stein (Special Education)

Marjorie Mambo (University School/Art Education)

Fine Arts

Ignacio Slosky (Art)

across disciplines and colleges +/- as members of a committee generated by the Teaching Excellence Center to insure the continuation of reflective teaching

practices across the entire university.

Mary Ann Cessna (who served as one of the faculty mentors on the project) is

for next year. As I have been most frugal in controlling the budget to best assure that as many faculty as possible benefited in terms of growth in

NEWS & VIEWS

Journal of Neurophysiology, Vol. 71, No. 3, pp. 1-10, 1994.

Brainstem Plasticity in the General Population

Journal of Neurophysiology, Vol. 71, No. 3, pp. 11-20, 1994.

Brainstem Plasticity in the General Population

Brainstem Plasticity in the General Population

The following text is a highly degraded scan of a journal article. It contains several paragraphs of text that are mostly illegible due to heavy noise and artifacts. The text appears to be a review or a research paper discussing brainstem plasticity, as indicated by the section headers. The content is fragmented and difficult to read, but some words like "plasticity", "brainstem", and "general population" are discernible. The text is organized into several paragraphs, with some lines appearing as bolded or italicized text, though the specific formatting is lost due to the scan quality.

Journal of Neurophysiology, Vol. 71, No. 3, pp. 21-30, 1994.

Journal of Neurophysiology, Vol. 71, No. 3, pp. 31-40, 1994.

Journal of Neurophysiology, Vol. 71, No. 3, pp. 41-50, 1994.

Journal of Neurophysiology, Vol. 71, No. 3, pp. 51-60, 1994.

Journal of Neurophysiology, Vol. 71, No. 3, pp. 61-70, 1994.

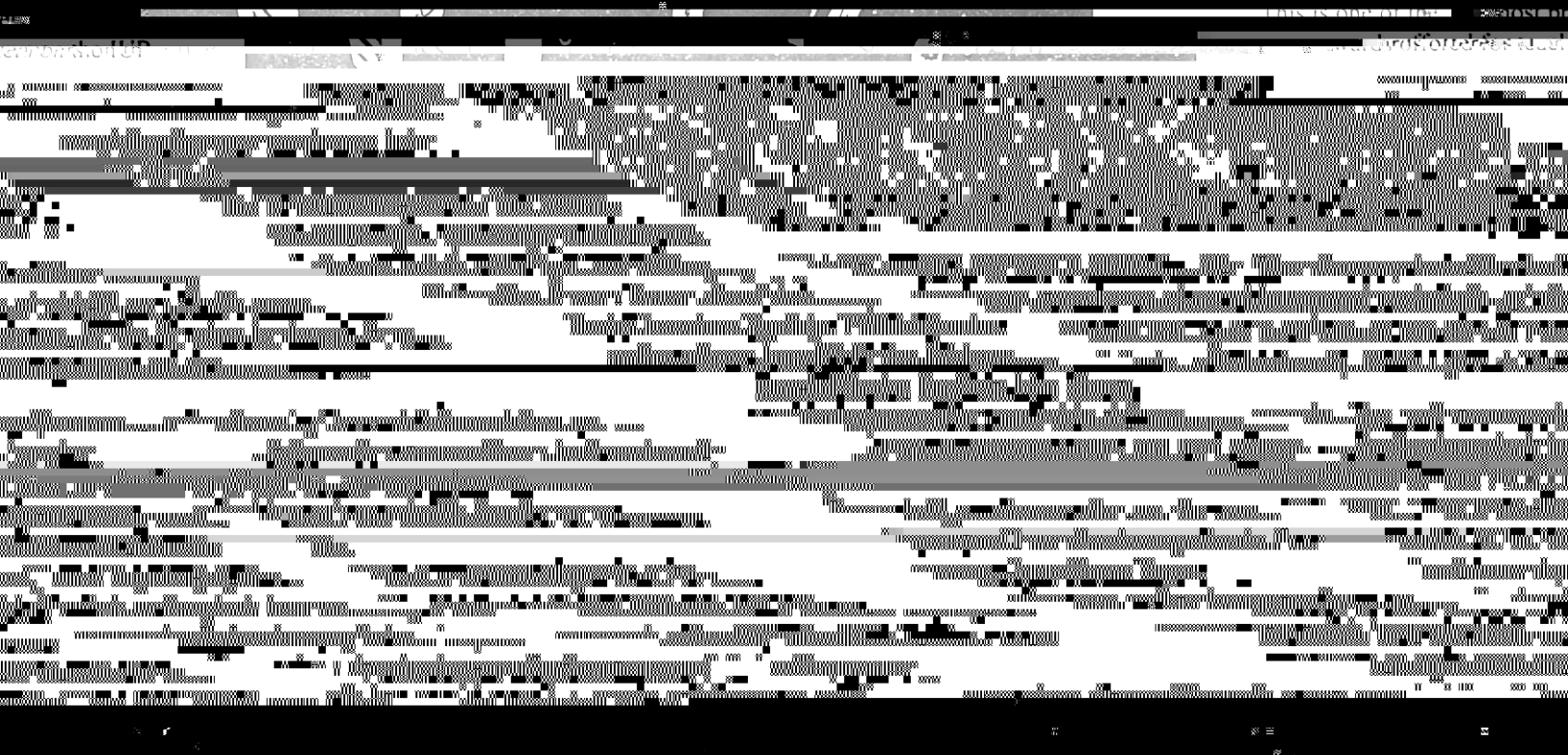
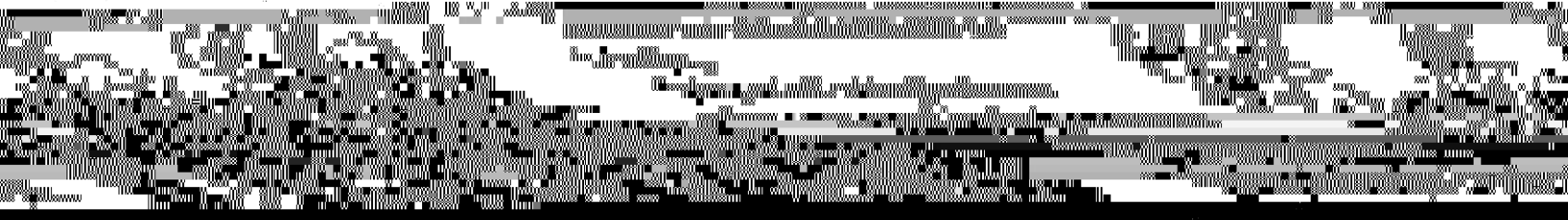
Journal of Neurophysiology, Vol. 71, No. 3, pp. 71-80, 1994.

Journal of Neurophysiology, Vol. 71, No. 3, pp. 81-90, 1994.

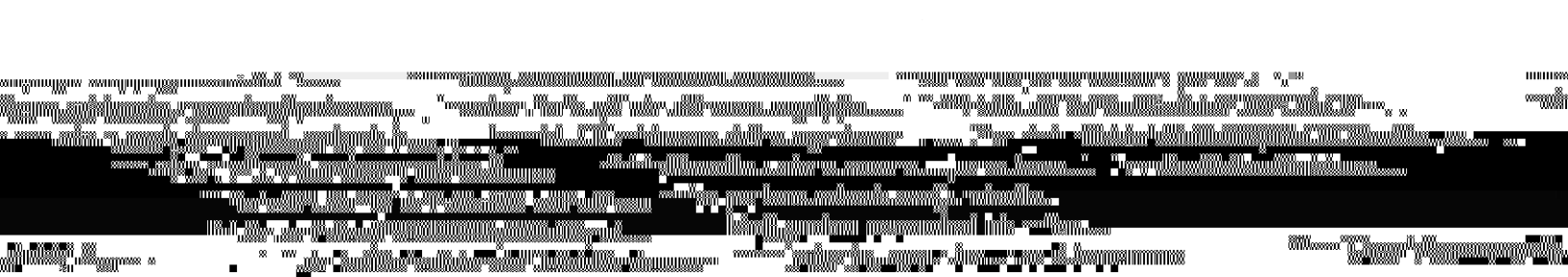
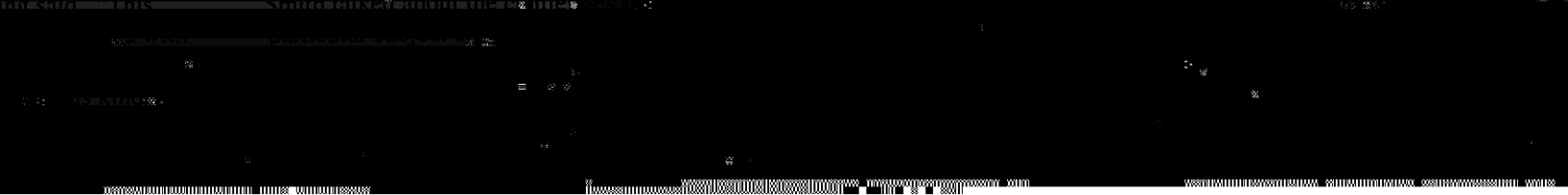
Journal of Neurophysiology, Vol. 71, No. 3, pp. 91-100, 1994.

Appendix IV:
Teaching Excellence Awards

Teaching award winners announced



...has been some...
...separate universities...
...The innovative...
...high schools...
...connected with...
...with education...



Teaching awards --

continued from page 6

"My task is to convince students that the academic study of religion is interesting, important, and that whatever they may believe about the truth of a given religion is a human activity that

College Connections offers variety of children's programs

At IUP it's never too early to make the college connection!

On Saturday mornings in January and February, the School of Continuing Education is sponsoring College Connections

for Teens encourages continued questioning and searching for answers. Teens wondering why people are the way they are and act as they do can begin to find answers in "Psychology: To See To

Appendix V:

Instructional Design and Development Center

(IDDC) at IUP

2. Instructional Design and Development Center (IDDC) Startup Proposal

PROPOSAL

Creation of an Instructional Design and Development

Center (IDDC) at IUP

This report is the outcome of a workshop held on January 13 & 14, 1994 on "Exploring the Creation of an Instructional Design Center at IUP". Speakers from Penn State University, University of Pittsburgh, and Bloomsburg University presented information on the needs, organization, operation, and funding of instructional centers at their universities. The workshop was attended by fifty people representing faculty, administration, and IUP support staff. It was organized by the Interactive Technology Committee and sponsored by Stapleton Library, Liberal Studies, The Center for Teaching Excellence, and Academic Computing Services. This document is a revision of a first draft which was developed by the participants of the workshop.

Currently, there is no centralized place on the IUP campus for faculty to learn about new instructional technologies and the impact of these technologies on the learning and teaching process. A recent survey of IUP faculty and the January workshop underscore the growing interest in the use of technology.

IUP needs a IDDC defined in terms of space, budget, human resources and function. The IDDC shall assist faculty in examining technological and pedagogical issues to enhance the teaching process. The mission of the IDDC is: To support and enable

Possible sources of funding and support for the IDDC include: internal and external grants, corporate sponsorships, community resources, the Capital Campaign, and reallocation of funds. Release time should be made available, and incentives that

apply to tenure and promotion offered in order to encourage faculty participation.

The establishment of an IDDC has the support of many segments of the university community and many of its elements already exist. For progress to continue on this

Title: Instructional Design and Development Center (IDDC) Startup
Proposal

1) The creation of an Instructional Design and Development Center (IDDC) at IUP would assist in the integration of instructional technology into the teaching/learning environment. A workshop was held in January to

explore the development of an IDDC at IUP. The attached position paper was generated as a product of the workshop. It provides broad specifications, a mission statement, and the means to accomplish this

mission.

Dr. Mark Staszkievicz, Interim Provost, responded positively to the position paper and requested that specific recommendations be made to him with regards to personnel, space, and equipment. Currently, this request is being addressed by the IDDC Task Force Committee.

The purpose of this proposal is to secure funds to purchase some of the anticipated "start-up" instructional equipment and software for the IDDC. The purchased items would initially be "assigned" to the Teaching Excellence Center (TEC), and would be used by the TEC until the establishment of the IDDC. The funding of this proposal would allow the TEC, and eventually the IDDC, to begin to provide some of the services indicated in the IDDC proposal (see attached). Specifically, the hardware

2) Itemized Budget:

Flatbed scanner	\$1,400.00
HP Deskwriter 550C	650.00
Laptop color computer with modem	3,000.00
Power PC AV Computer 128	650.00

Apple CD multimedia kit & (CD-ROM drive, speakers)	630.00
Bernoulli multidisk 150 pro	600.00

150MB disk	120.00
------------	--------

Desktop Projector	7,000.00
Video Spigot	400.00
Presenter Plus (for viewing computer screen on TV monitor)	500.00
Software	
Hypercard 2.2	109.00
Adobe Photoshop 2.5	560.00
Aldeus Persuasion 3.0	325.00
Macromedia Director 4.0	850.00
Claris Works	200.00
Printer items	550.00

Miscellaneous computer items	<u>2,000.00</u>
	Total-\$25,242.00

3) Sources of Support:

Although there is no additional financial support for this proposal, there is