UMSL | Center for Teaching and Learning

September Newsletter

FOCUS on TEACHING & TECHNOLOGY
a St. Louis regional conference
September 28 & 29, 2017

We're Nearing Capacity! Reserve Your Spot Today!

Register now for the 16th-annual Focus on Teaching and Technology Conference. The conference is designed to highlight practical and effective uses of technology in education. Join engaging sessions on topics like: mobile learning, interactive online courses, learning space design, learning theory, and many others. You can find our full program and more information at: http://www.umsl.edu/ctl/fttc

Best of all, the conference is **FREE** for UMSL faculty and staff. The cost will automatically be deducted in your cart when you register as a faculty/staff member of UMSL.
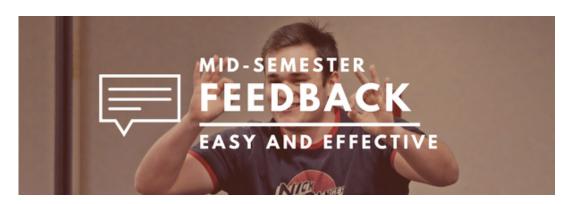
See you there!

Register

MOVING ONLINE?
CHECK OUT OUR PROGRAMS:
ONLINE IN 9 **OR** DIY WITH A GUIDE

Online in 9 and DIY with a Guide, CTL programs designed to help you build and teach a course online, are both kicking off next week!

Register for Online in 9 (in-person or online)
Register for DIY with a Guide*

*DIY with a Guide is open to those faculty who have successfully developed a course through Online in 9

MID-SEMESTER
FEEDBACK
EASY AND EFFECTIVE

How's Your Course Going? Find Out With Mid-Semester Feedback!

The Mid-Semester Feedback Survey is a great opportunity to get the pulse of your class early in the semester. It can help identify areas where students need more practice and also can highlight small tweaks to your teaching that could greatly improve student satisfaction. It's also completely anonymous!

The CTL and ITS have partnered to allow faculty to opt-in to have the survey delivered to students. All you need to do is sign-up on the CTL website.

Remember: *UMSL requires all GTAs to use the mid-semester feedback system to comply with the UM System rules on effective language use. Please make sure that all your GTAs are in compliance.*

The deadline for opting-in is October 2, so don't delay!

Teaching Online? Get Feedback on Your Course's Design

If you're teaching an online course, the CTL also offers a supplementary [Mid-Semester Design Survey](#) that allows students to give feedback on the design of your course, not the content.

Call for Proposals is Now Open!

UM System is now accepting proposals for the Intercampus Course Sharing initiative. The Intercampus Course Sharing initiative was designed to encourage the sharing of courses among the four UM System campuses to increase options for students, provide opportunities for faculty development leaves, or even expand departmental offerings. The proposal deadline is **September 29**.

Informational Meeting:
Wednesday, September 20, 2:30 - 3:30 PM in Lucas Hall 589
[Register Now to Attend](#)

[More Information and Forms](#)

Questions? [Contact Dylan Herx](#)

The Power of Peer Mentors: Journal Article

Abstract:

Both hierarchical (e.g. student-faculty member or student-adviser) and peer (e.g. student-student) mentoring are recognized as best-practice strategies for promoting college student success. Formal mentoring programs utilizing both approaches can be found on many campuses. In the current institutional context of scarce or stagnant resources, college and university presidents and administrators face the challenge of determining which mix of programs to support even though little comparative research on the effectiveness of these approaches exists. This article examines three characteristics of a peer mentoring approach that encourage its greater use. The first two characteristics, cost and the availability of a larger number of potential mentors, relate to concerns about the efficient use of resources. The third characteristic, development of a common perspective, relates to questions concerning the relative effectiveness of different mentoring approaches. Peer mentors and mentees are more likely than participants in hierarchical mentoring relationships to share a common perspective with regards to how they understand and enact the college student role. Differences in perspective impact the process of student identity acquisition, perceived mentor credibility, and the likelihood of mentees following their mentors' advice. Higher education researchers are urged to conduct studies exploring the relative effectiveness of both approaches and how to best combine approaches in complimentary ways to help administrators make informed decisions.

[Full PDF](#)

Peer Mentors at UMSL:

- [Online Mentors (GOAL Office)](#)

- [Peer Academic Leaders (CTL)](#)
- [Supplemental Instruction Leaders (CTL)](#)
- [Mentoring through Office of Multicultural Student Services](#)

More articles from the Metropolitan Universities Journal:

- [Peer mentoring for undergraduates in a research-focused diversity initiative](#)
- [Wake Forest University: Building a campus-wide mentoring culture](#)
- [Innovating for student success: The University Leadership Network (ULN) and tiered undergraduate peer mentor model](#)

CTL Events

September

Week of September 11
Lucas Hall 589 (and online)
Online in 9 Begins!
Weekly
Take your online course to the next level by participating in a 9-week series designed to help you efficiently develop or redesign your course. By the end of the series, you will have a completely finished course site, confidence with new technologies and strategies for managing your time and students. Join your colleagues in an interdisciplinary small group to share ideas and learn new tools and strategies guided by research-based, national standards.

Wednesday, September 13
Lucas Hall 589
12 Noon - 1:30 PM
DIY With a Guide: Kickoff and First Session
The new DIY with a Guide program offers faculty a self-paced opportunity to design a course in collaboration with an instructional designer in the CTL. This program is reserved for those faculty who have already successfully completed Online in 9. It is structured to build on what you learned in Online in 9 to design a next-level, quality-assured online course with carefully integrated technologies and instructional strategies to achieve course goals. Though the program is self-paced, the cohort will meet 4 times over lunch to share ideas and get valuable feedback from peers. The program consists of 4 modules spread out over the semester: Designing, Building, Testing, and Reflecting. The central components of the program are built around Chickering and Ehrmann's framework, "Implementing the Seven Principles: Technology as Lever." At the end of the semester, faculty participants will have a completely designed, quality-assured course ready to offer students.

Thursday, September 14
Lucas Hall 589
3:30 - 4:30 PM
Writing UM Research Board Proposals
The UMRB accepts submissions twice annually, in October and in February. Find more information here. Review the Chair's Letter for an overview and to learn the Board's interest in supporting junior colleagues.
Our presenters include colleagues who have served on the UM Research Board and those who have received funding from it. Successful narrative samples will be available. Fall submissions are due October 10. Begin now to focus on submitting a proposal (maximum award is $75,000). Submitting in the fall may yield feedback to improve a proposal for the spring. Note that there is a 2-step process for eligibility for NTT faculty.
This program meets in the CTL Conference Room (589 Lucas Hall). Follow the signs to the corridor that's painted red to find the CTL.

Wednesday, September 20
Lucas Hall 589
2:30 - 3:30 PM
Intercampus Course Sharing - Information Session
Learn how you can share your online course across the state, attracting

students from UMKC, MST, and UM-Columbia through the Intercampus Course Sharing initiative.

[Register](#)

Thursday, September 28 and Friday, September 29
JC Penney Conference Center
Focus on Teaching and Technology Conference
All day
The FTTC is an annual two-day regional conference held on the UMSL campus that hosts faculty, staff, and students from universities, community colleges, and K-12 schools. Our new conference format features a blend of concurrent sessions and workshops throughout both days of the conference. Join us for Thursday, Friday, or both days as we celebrate teaching and technology. **This event is free for UMSL faculty and staff.**

[Register](#)

October

Tuesday, October 3
Lucas Hall 589
9:30 - 11:30 AM
Peer Academic Leaders (PALs) Training
PALS is a Campus Rules & Regulations Orientation. Any student employed as a peer tutor, advisor, undergraduate tutor, SI Leader, lab tutor or assistant, peer academic leader or mentor at UMSL needs this important training.
Note: If you have taken the PALS training within the last two years, you do not need to take PALS again.

[Register](#)

Friday, October 6
Lucas Hall 589
12 Noon - 1:30 PM
DIY With a Guide: Second Session
This is a continuing fall series. Please bring your lunch if you'd like.

[Register](#)

Thursday, October 5
Lucas Hall 589
2:30 - 4 PM
Building the Transparent Assignment
Recent research reveals that the design of course assignments can have a large impact on student learning. This workshop introduces the concept of

transparency in assignment design, and presents a framework for assessing course assignments for transparency in four main areas. Participants are encouraged to bring an assignment to discuss with colleagues during this interactive, hands-on workshop. The intended outcome is to clarify instructor's goals for the assignment in a way that motivates students to deliver high-quality work.

Register

Wednesday, October 11
Lucas Hall 589
2:30 - 4 PM
How I Moved My Course Over to Canvas
Learn about Canvas from your wonderful colleagues! Find out how they made the most of moving their Blackboard course to the new Canvas learning management system.
Register

Thursday, October 19
Lucas Hall 589
3:30 - 4:30 PM
Teaching with Case Studies in Canvas
Cases come in many formats, from a simple "What would you do in this situation?" question to a detailed description of a situation with accompanying data to analyze. Whether to use a simple scenario-type case or a complex detailed one depends on your course objectives. Learn from faculty colleagues who teach online with case studies in 3 different and innovative ways in Canvas and determine what approach makes sense for you.
Register

Readings from the Web

Why Higher Ed Needs to Bridge the Critical Thinking Skills Gap

Critical thinking is a tremendously important skill. But, it turns out, teaching this skill is no easy task.

The most recent results of the Collegiate Learning Assessment Plus (CLA+) test—a

standardized testing initiative designed to measure college students' critical thinking skills—are not encouraging. Relatively few students who took the test showed any improvement between freshman and senior years, even at schools where critical thinking was part of the curriculum.

Read More

Why Digital Technology Is to Higher Ed What Electricity Was to Manufacturing

Why haven't digital technologies transformed higher education?

Should not the internet, the browser, the mobile device, and the app have fundamentally evolved how higher education is produced and consumed?

The answer to these questions might be found in the history of other game changing technologies and in other industries.

Read More