

# UMSL | Center for Teaching and Learning



## Transitions

UMSL is a place of positive change. As you see in the picture above, the College of Business Administration is transitioning from their old building to the wonderful new space – the Anheuser-Busch Hall, a state-of-the-art building. We have a new Provost – Kristin Sobolik – who, with Chancellor George, will be leading the campus in re-envisioning the direction of the campus. And, along with the other campuses in system, we are transitioning from MyGateway (Blackboard) to Canvas as our Learning Management System (LMS). Most courses will be taught on Canvas this fall, and in January all courses will be on the new LMS. It is, of course, a time of transition for our students as well. Some transitioning from high school to college, others transferring to UMSL, and for all – a time to transition to the next level of their education and research. Join me as we challenge our students to continue their transition as they move toward their ultimate goals.

**Andy Goodman**

**Director, Center for Teaching and Learning**

**Associate Provost for Professional Development**



# FOCUS on TEACHING & TECHNOLOGY

a St. Louis regional conference  
September 28 & 29, 2017

## Register to attend FTTC in September

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.

**Free for UMSL Faculty and Staff**

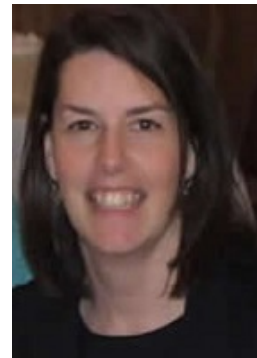
[Register Now](#)

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## We're Welcoming a New Instructional Designer!

The Center for Teaching and Learning welcomes Jennifer McKanry to UMSL. Jennifer will be an instructional designer with the CTL and will help with faculty professional development programs and the development of new online courses and programs at UMSL.

Please give Jen a hearty UMSL welcome if you see her around the halls or on the quad.



# Blackboard Support Ends Soon!

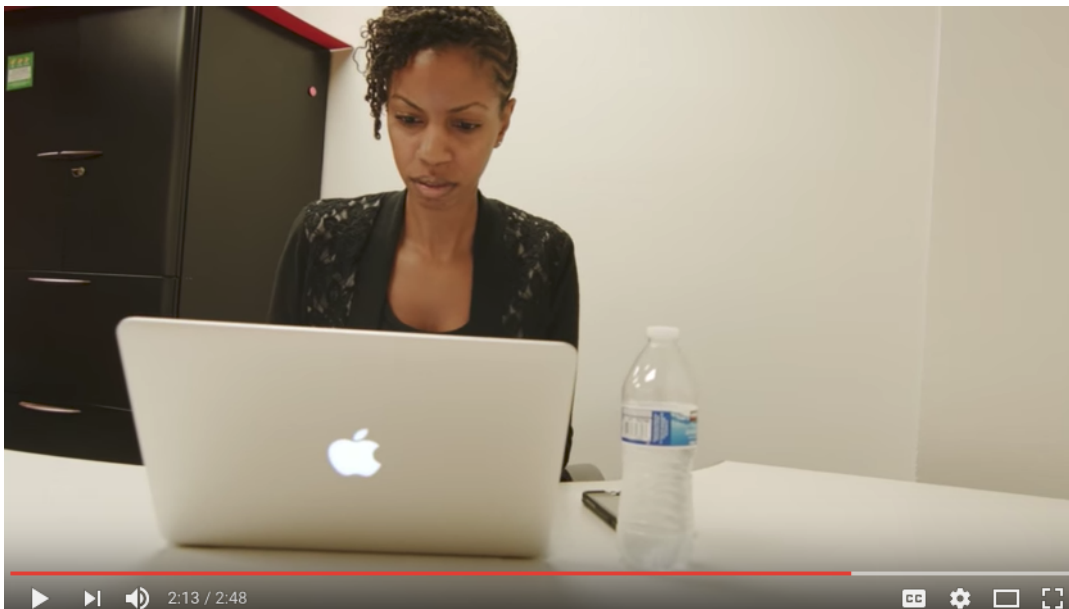
UMSL is making a big Learning Management System move. Access to our current system (Blackboard) is ending in December so it's up to you to move your courses and materials to the new Canvas learning management system. To help you with this process, the CTL and Faculty Resource Center are partnering up to offer trainings, workshops, and working sessions as well as a host of self-directed resources.

Sign up today and rest easy this December knowing your courses and materials are ready.

[Canvas Events](#)

[Canvas Resources](#)

[Request to Migrate a Blackboard Course](#)



Watch a video about Online in 9 by clicking the picture above.

## Go Online with the CTL

[Online in 9](#) is a 9-week program with CTL instructional designers where you will develop an online course from start-to-finish. Join the growing number of faculty already signed up for one of our face-to-face or online cohorts.

[Register Today.](#)

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## Brain Rules: 12 principles for Surviving and Thriving at Work, Home, and School

John Medina

The brain is an amazing thing and we, in higher education, are in the business of feeding and exercising the brain – or at least that is our intent. Author John Medina, a developmental molecular biologist, presents the research on the brain as it relates to learning and explains how that works in the classroom (and classroom here is broadly defined).

He has condensed the research into 12 basic principles, or rules, which are:

1. **Exercise boosts brain power.** Recess isn't just for elementary school. Those who exercise outperform those who don't in long-term memory, reasoning, attention, and problem-solving tasks. This may be especially important in longer classes (like three-hour night courses).
2. **The human brain evolved, too.** Symbolic reasoning is a uniquely human talent. This, not the ability to accessorize, is what separates us from the animal world.
3. **Every brain is wired differently.** No two people store and retrieve information in the same way – nor do we store information in the same places. Neurosurgeons have to map each person's brain before they begin to operate. Also, the act of learning rewires one's brain, so your brain is different at the end of a course than it was at the beginning (assuming learning took place!). This may explain why some techniques or devices work for some students and not for others.
4. **We don't pay attention to boring things.** While I've seen different numbers associated with this idea, this author states that we can only pay close attention to something (or someone) for 10 minutes. After 10 minutes, we need to reset the clock. We can reset the attention clock by asking students to solve a problem (or part of a problem) individually or in small groups, ask students to discuss a topic, write down a summary of what was said in the last 10 minutes, stand up and turn around before sitting back down – anything that causes the brain to do something different than what it's been doing – resets the clock and gives your students 10 more minutes of deep concentration.

5. **Short-term Memory: Repeat to remember.** Most of us forget more information in a course than we remember. In fact, our brains are designed to jettison information that we won't need to remember – and the way we put things in short-term memory is different than how we store long-term memories.
6. **Long-term Memory: Remember to repeat.** One of the reasons we tend to get confused is because we mix new information with past memories – and store them together as one bit of information. In order to get new information processed with what we currently know/understand/can do, we should limit the amount of information we're trying to learn and repeat that information at regularly timed intervals. Some research suggests we need to repeat important points within 24 hours of learning it – and then again in 48 hours.
7. **Sleep well, think well.** A brain deprived of sleep doesn't process information well. Some research suggests that those who nap perform better than those who don't. Additional research suggests that where one awakens in the sleep cycle can affect one's alertness for the next 24 hours and further research suggests that we are at our lowest waking point 12 hours after we were at our deepest sleeping point. However, there appears to be no research indicating how we get our students to get more sleep.
8. **Stressed brains don't learn the same way.** One of the greatest predictors of success in school is the emotional stability of the home. The worst kind of stress is the type where the person feels s/he has no control. As faculty, we can help reduce this stress in our classroom, and, in so doing, increase our students' performance.
9. **Stimulate more of the senses at the same time.** Our senses evolved to work together – like vision influencing hearing. That means we learn best if we stimulate several senses at the same time. Kinesthetic experiences with visual and aural input seem to aid most learners in long-term retention. Smell has great power over retention as well – perhaps explaining the interest in aroma therapy. Researchers encourage us not to conflate this with learning modalities.
10. **Vision trumps all other senses.** Vision takes up nearly half of our brain's resources, though our understanding through vision is couched in our past experiences, and is not always accurate. Most of us learn best through pictures (visuals), not written or spoken words.
11. **Male and female brains are different.** Men's and women's brain are structurally and biochemically different. Women are genetically more complex and the X chromosomes (which men have one of and women have two) carry an unusually large percentage of genes involved in brain manufacturing.
12. **We are powerful and natural explorers.** Babies can teach us much. They model how we best learn – by exploring our environment. The good news is that some parts of our brains remain as malleable as a baby's so we can create new neural pathways and learn new things throughout our lives. The other good news is that the traditional student (under 25 years old) has an easier time of creating those new pathways.

Researchers have been exploring how we learn for decades, but many of us don't have time to sift through the volumes of information. This book presents an overview of the research into how our students learn (and it's available as an e-book from the library!).

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[1] Angelo, T. A., & Cross, K. P. (1993). *Classroom assessment techniques: A handbook for college teachers*. (2<sup>nd</sup> Ed.). San Francisco: Jossey-Bass.

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## A Focus on Faculty



### New Faculty Orientation

Orientations are tailored to full-time and part-time faculty, respectively. Depending on the group orientations will introduce: (1) campus services which support faculty and students; (2) campus supports for teaching and learning including integrating technology into courses; (3) service-learning and civic engagement opportunities; (4) research and funding opportunities.

New Full-Time Faculty Orientation is a two-day event on Monday, August 14 and Tuesday, August 15 beginning at 8:30 a.m. each day.

[Register for Full-Time Faculty Orientation](#)

New Part-Time Faculty Orientations are half-day sessions the morning of Saturday, August 12 and afternoon of Friday, August 18. **You need only attend one session.**

[Register for Part-Time Faculty Orientation](#)



### Campus and Academic Leaders Forum

Campus and Academic Leaders Forum is an event designed for chairs, directors, deans, and associate/assistant deans to collaborate on university topics and initiatives at the start of the academic year. It is recommended that Deans attend with their cabinet teams. Please encourage your colleagues to save the date.

[Register](#)



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# What's Happening This Fall?

[Looking for Canvas Workshops? Click Here.](#)

## August

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**Wednesday, August 16**

**Social Sciences and Business Building (SSB)**

**9:00 AM - 5:15 PM**

### **Graduate Student Conference**

Offered annually, the GSC is a one-day orientation & professional development conference for all graduate students. A joint effort of the Center for Teaching & Learning and the Graduate School, the GSC provides resource and development opportunities for every level of graduate student, across all disciplines. Specialized sessions address the needs of both beginning and experienced TAs and RAs.

[Register](#)

**Friday, August 18**

**Express Scripts Halls 104 (ESH104)**

**1:00 - 4:30 PM**

### **Part-Time Faculty Orientation**

Orientations are tailored to full-time and part-time faculty, respectively. Depending on the group orientations will introduce: (1) campus services which support faculty and students; (2) campus supports for teaching and learning including integrating technology into courses; (3) service-learning and civic engagement opportunities; (4) research and funding opportunities.

[Register](#)

**Friday, August 18**

**Clark Hall 211 (CH211)**

**1:15 - 2:15 PM**

**Technology 101 with the Veterans Center**

[Register](#)

**Wednesday, August 30**

**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](#)

## September

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### **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.

[Register](#)

### **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.

[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

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**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](#)

