



BAYLOR
UNIVERSITY

ACADEMY FOR TEACHING AND LEARNING

Spring 2016

My undergraduate mentor, a celebrated philosophy teacher, taught me to ask three questions whenever I design a course: What should my students know at the end of this course? What should they be able to do because of what they learned? And, most importantly, what should my students be like as a result of our work together? His questions assume that learning involves more than the acquisition of knowledge and skills. Learning also involves the inculcation of attitudes, values, and dispositions: comfort with ambiguity, respect for opposing viewpoints, and fair-minded evaluation of information.

These questions continue to resonate twenty years later. I ask them each time I design (or revise) a course, and they prompt me to change the mode and content of my teaching. It is imperative that we open ourselves to new ways of reaching and preparing students. Recent scholarship endorses this practice. Brian P. Coppola, “The Distinctiveness of Higher Education” (2013), and George Slavich and Philip Zimbardo, “Transformational Teaching: Theoretical Underpinnings, Basic Principles, and Core Methods” (2012), describe teaching as the facilitation of change intellectually and attitudinally. Transformational teachers enable students to develop and demonstrate greater

curiosity, motivation, self-determination, and improved self-efficacy as well as greater knowledge and broader skill sets.

(re) Designing Teaching

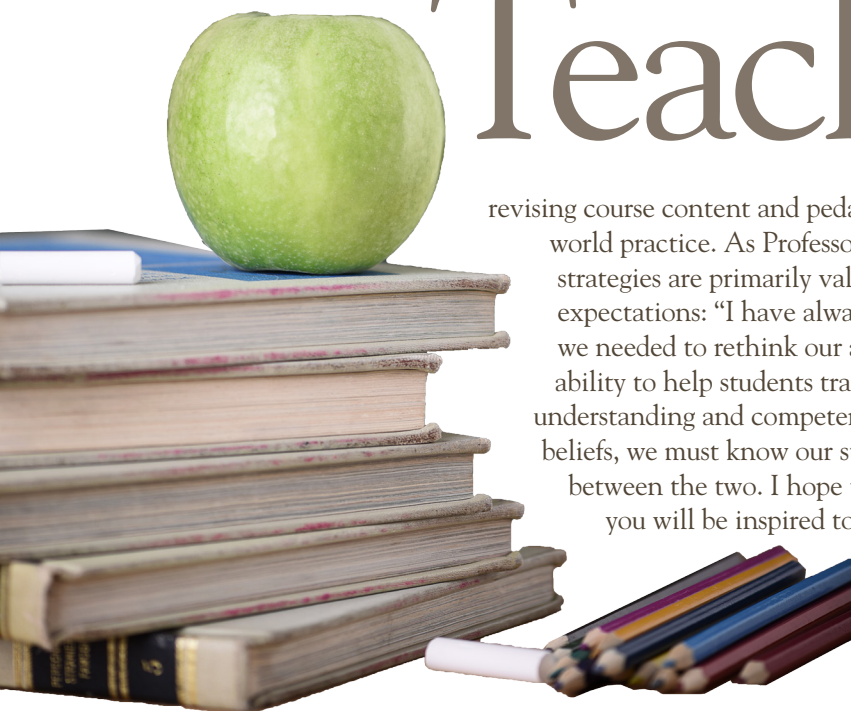
This edition of the ATL review highlights faculty efforts to facilitate meaningful change in Baylor students by

revising course content and pedagogy to better connect student learning with real-world practice. As Professor Matt Cordon of the law school suggests, teaching strategies are primarily valuable in the context of student needs and professional expectations: “I have always resisted change purely for the sake of change, but we needed to rethink our approach to teaching [writing] skills to improve our ability to help students transition to writing in the legal profession.” To connect understanding and competency with broad, learning-related attitudes, values, and beliefs, we must know our students, understand our disciplines, and serve as a bridge between the two. I hope that as you reflect on the initiatives contained herein, you will be inspired to reconsider—and, perhaps, redesign—your approach to

teaching and learning.

Best wishes,

J. Ann Wright
Lenore



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Dr. Lenore Wright



-  2 **Looking Back on Learning Environments: Flipping the Classroom**
-  3 **The Flipped Concept**
-  4 **Getting to Know Canvas**
-  5 **Building on Excellence: Baylor Law Reinvents Itself**
-  8 **Recent Scholarship on Teaching and Learning**
-  9 **Re-Imagining Community-Engaged Learning within the Academy**
-  11 **Ten Easy Classroom (re)Designs**
-  12 **TA Take Note with Dr. Jo-Ann Tsang**
-  13 **Teaching Awards**
-  14 **ATL by the Numbers**
-  15 **SET Calendar**

Looking Back on Learning Environments: Flipping the Classroom

By Dr. Steven Rich, Associate Professor of Finance

Several years ago, I began thinking about how I could remain relevant in a world of YouTube instructional videos and online education. I concluded that YouTube and online education are defined by one-way communication and impersonal distance. Since lectures tend towards one-way communication, I decided that I should try to maximize the value of physically meeting together by focusing on two-way communication. So I flipped my classroom. Flipping a classroom involves moving lectures and other instructional materials to the web and using class time to explore material more deeply through dialogue and in-class projects.

A typical day in my classroom proceeds as follows. First, I check how well my students understand material we discussed the previous day by a) checking to see if spreadsheets they built gave correct answers to changed inputs and b) having students write solutions to their homework problems on the board and then answering questions from the class about their solutions.

Second, I (sometimes) give a short quiz over terms and basic concepts in the notes we are discussing that day to ensure that students have utilized the online portion of the course.

Third, we discuss material in the notes. These notes are posted to the web and include short whiteboard video clips similar to Khan Academy educational video clips¹. I motivate students to study the notes through a “hot seat” system where one student (called on at random) is in the hot seat for each section of notes. The hot-seat student gets a chance to ask any questions about his or her section, and is then in the hot seat to answer any questions that other students still have about that section of notes.

Finally, I often put students into groups to work on solving a problem or building a spreadsheet related to the previous day’s material and

assignments. As stronger students help weaker students, both benefit.

I have uncovered a couple of downsides to flipping a classroom. First, it takes a lot of time to initially flip a class and then to create, and grade, in-class problems and quizzes. Second, some parents and students equate not lecturing with not teaching and even with being lazy.

Despite those downsides, I never plan to go back to a traditional classroom. I have never had more fun teaching. I can cover more material, discussions go much deeper and are much more interactive, and, most importantly, my students are learning more than ever, or at least are performing better on exams.

Interested in learning more about the flipped classroom or thinking of flipping your own course? Go to the ATL website at www.baylor.edu/atl and select “Flipping the Class” from the Resources tab.

¹ Khan Academy is a free, online learning program that offers educational tools for students on any level. It hosts practice exercises, instructional videos, and a personalized learning dashboard for a number academic subjects such as math, history, and economics.



The Flipped Concept

Think about flipping a class in terms of best using synchronous and asynchronous learning instead of just moving lecture to video and homework to class.

Synchronous

Discussion

Talking is the best use of face-to-face time.

Group Activities

Students need time together in groups to reinforce concepts and generate new ideas.

Q&A

Real-time consultation leads to immediate feedback and additional questions.

Practice

When assignments are done in class, the professor can become a facilitator.

Presentations

Sharing ideas in front of a live audience adds to the learning experience.



Asynchronous

Instructional Video

Short lectures and screen captures viewed online save class time.

Reading

Some class preparation requires individual concentration.

Discussion Board

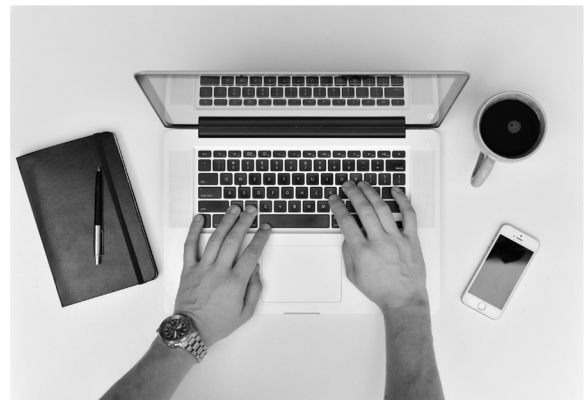
Online discussion can be sustained over time and categorized.

Blog/Journal/Wiki

Blogs focus discussion. Journals are private. Wikis are editable.

Modules

Categorizing content into chunks allows for self-pacing.

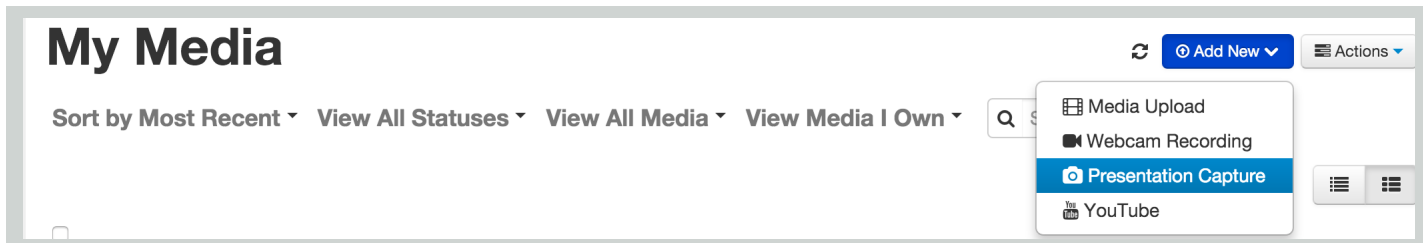


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GETTING TO KNOW CANVAS

ONE FEATURE AT A TIME: SCREEN CAPTURE WITH KALTURA

by Jeremy Klutts, ATL Graduate Fellow



Digitizing lectures can be tricky, especially when demonstrations or written examples are desired. Baylor provides its instructors with a Canvas-based solution called Kaltura CaptureSpace. CaptureSpace has multiple tools that allow users to record demonstrations on their personal computers while narrating their steps. These videos can then be uploaded to Canvas.

To access and download Kaltura CaptureSpace, open your course in Canvas and click on “My Media” in the left-hand navigation column. At the top of the “My Media” page, click on the blue drop down menu “Add New,” and then click “Presentation Capture.” At this point, you will be presented with

two different download options. Select the option for your current machine (Windows or Mac), download the executable file, and follow the steps to setup and install CaptureSpace on your machine.



Once installed, CaptureSpace will automatically provide a shortcut

on your desktop. Anytime you want to capture a presentation, demonstration, or lecture via webcam, click on the icon. It will present you with options to capture your screen, webcam, audio only, or all three. You can also choose to capture only a select area of your screen, allowing other portions of your screen to remain private. After recording, you can edit the video, give it a title, description, and tags, and then upload it directly to Canvas. In order to publish your new video to multiple courses or sections in the “Media Gallery” page of a Canvas course, go back to “My Media,” click the check box next to videos you wish to publish and then select “Actions,” and finally “Publish.”

(re)Designing Your Course

Do you have a course that needs updating? Have you been assigned a course to teach that requires new preparation? Are you part of a teaching team that would like to devote time to course development? If you answered yes to any of these questions, the Course Makeover Workshop is designed for you.

In this three day workshop, you will review current literature on learning theories,

course plans, and syllabus construction; construct (or significantly revise) a course plan and syllabus; and receive critical feedback from faculty colleagues.

Throughout the workshop, you will spend time working independently and in large and small groups in a variety of activities. These activities will provide ample opportunity for you to present your ideas and interact with your peers.

The goal is for you to leave the workshop with a revitalized syllabus and a plan for implementing your redesigned course.

This year’s workshop is scheduled for May 16-18. Refreshments will be provided. For more information, and to sign up to participate, visit: <http://www.baylor.edu/atl/>

Building on Excellence: Baylor Law Reinvents Itself

By Jeremy Leatham, ATL Graduate Fellow



Baylor University School of Law certainly deserves its high reputation. National Jurist recently reported that Baylor Law ranks first in the nation in percentage of graduates selected as “Super Lawyers,” a high honor granted to attorneys based on peer nominations, evidence of professional achievement, and evaluation by a blue ribbon panel. While the ranking service selects no more than 5% of practicing lawyers from each state, an impressive 23.2% of Baylor alumni hold the distinction.

The ranking does not especially surprise many faculty at the Law School. Baylor has long aimed not just to teach students how to think like lawyers, but also to prepare them for the actual practice of law. In this regard, Baylor Law has distinguished itself from other law schools, many of which now seek to adopt or approximate the Baylor model.

What may be surprising, though, is that, despite its proven success, Baylor Law is in the midst of a large-scale reevaluation of curriculum

and pedagogy. Two committees, the Curriculum Committee chaired by Professor Brian Serr and the Collaboration Committee chaired by Professors Jim Wren and Beth Miller, have been charged with investigating possible revisions to the program and teaching innovations that will ensure that Baylor Law continues to produce the nation’s best lawyers.

What motivates this reassessment? According to Dean Leah Teague, Associate Dean of the Law School, Baylor Law must consider the changing

needs and expectations of students as well as changes in the legal profession itself. “I don’t think we’ve ever been in a more complicated time than right now in terms of how we do legal education,” she says.

Changing Students

Part of that complexity revolves around a new type of student. Professor Matt Cordon explains that the law faculty have begun to “recognize and appreciate that students learn differently today.” Millennials raised and educated in environments of multiple stimuli and quick, convenient access to information may enter a law classroom with a different set of assumptions about how education happens than students in previous generations. “Some techniques that we found to be effective in the past do not work as well or at all today,” Professor Cordon adds.

With trends toward increased collaboration in K-12 and postsecondary education, many faculty have noticed in students a higher preference for team-based learning, a model seemingly at odds with the traditional Socratic method employed by most law schools. Professor Jeremy Counseller also points out that most of these students began writing on electronic devices from a young age, developing strong informal writing habits before they ever wrote formally in school. Additionally, Professor Luke Meier notes that today’s students rely more on visual forms of input than past students.

Where others may see challenges, Baylor Law recognizes an opportunity

to rediscover the best strategies for teaching law and to distinguish itself once again as a leader in legal education.

A Changing Legal Practice

In addition to students’ changing needs, law schools are also facing a changing legal practice. Rather than wait for changes in the profession to trickle down to law school curricula, Dean Brad Toben, Dean of Baylor Law School, recently led a proactive research effort to identify the demands and expectations for tomorrow’s lawyers. For example, lawyers must now understand e-discovery, which involves the use of digital data as

successfully achieve their primary objective of preparing students to think and behave as lawyers.

Responding to Changes

In light of changing students and a changing practice, Dean Teague recognizes a need to “reinvent ourselves to some degree.” During interviews with practicing attorneys, Baylor faculty noticed a common concern: new lawyers tend to be underprepared for the types of writing they are asked to do. Law schools have traditionally focused their writing curricula on research memoranda and persuasive briefs, a useful approach, according to Professor Scott Fraley, Director of Legal



opposed to traditional paper discovery. Also, clients put increasing pressure on attorneys to find and maintain excellent business practices in addition to knowing the law. Only with a clear and full understanding of how the law is practiced right now can faculty

Writing, but one that “overlooks a great deal of practical legal writing, especially legal correspondence, pleadings, and transactional matters.” The law school has responded vigorously to this need, hiring two new full-time legal writing professors, developing a legal writing

center, and adding a required writing course during students' second year.

In addition to expanding the legal writing program, some professors have also reevaluated the best classroom strategies for teaching writing. Professor Cordon has helped lead this effort, significantly revising his Legal Analysis, Research and Communications (LARC) courses. Recognizing that legal writing is a "learn-by-doing task," he has moved away from the standard lecture format and allotted far more classroom time for students to practice and apply basic course principles.

A typical class this quarter consists of a mini-lecture enhanced by visual aids, real-life examples, and guided note-taking, followed by a team writing assignment that is completed in class and posted

on a Canvas discussion board page. Using these methods, Professor Cordon reports higher levels of engagement and lower levels of frustration in his students.

Professor Counseller has also moved to more active learning approaches in his civil procedure courses. "The only way to learn to do it is to do it," he says. "Let's bring that into the classroom as much as possible." Because his courses revolve around legal problem solving, Professor Counseller expects students to engage the material during class, solving problems rather than listening to the instructor explain them. Recently he has taken this one step further, assigning small groups to apply what lawyers term the IRAC method (Issue, Rule, Application, Conclusion) to a set of facts and then teach their classmates correct procedure.

Another innovative instructor, Professor Wren has been encouraged by his students' success in performing, filming, and analyzing their own depositions rather than using transcripts. In the near future, he plans to flip the format of a

skills-based course, providing students basic concepts through resources outside of class and applying those principles during class time.

Building on Excellence

In all of these examples of innovative change, Professor Wren emphasizes the importance of maintaining the primary objective of Baylor Law: "preparing [students] for the rigors of practice." Faculty agree that in seeking to accommodate students' needs, they must never surrender a commitment

to intense, thorough training for the law, what they refer to as "the Baylor way." As they demonstrate through these current efforts, innovative teaching does not mean lowering the standard for

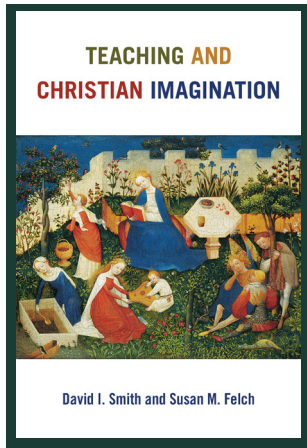
students. "As long as expectations remain high in terms of diligence and precision," Professor Rory Ryan writes, "only habit-based inertia would ignore the benefits provided by alternative methods."

In recognizing that legal education is constantly evolving and in adapting accordingly, the Baylor Law faculty demonstrate what it takes to remain a leader in education. That a school as accomplished as Baylor Law is undertaking such a wide-scale reassessment of teaching should inspire other faculty and departments to consider where small innovations in pedagogy and curriculum could net big results. The commitment of Baylor Law School to providing the best education possible for each student truly exemplifies "the Baylor way."

Our hope is that through this investigation process, we will identify and be able to implement additional methods of teaching our students that are both effective and appropriate to portions of our curricula. Our ultimate goal, of course, is to provide the best legal education possible to students at Baylor Law School, utilizing the most effective methods and materials."

- Scott Fraley, Director of Legal Writing

Recent Scholarship on Teaching and Learning



Smith, David I., and Susan M. Felch. *Teaching and Christian Imagination*. Grand Rapids, MI: Eerdmans, 2016.

In *Teaching and Christian Imagination*, Smith and Felch use three metaphors to offer new perspectives on teaching and learning: journeys, gardens, and

buildings. Moving past familiar clichés, they enrich these metaphors with theological interpretation. “We need vision, not just beliefs and techniques,” the authors argue in their introduction. “And that vision, if it is to sustain us, must be deeply Christian.”

Layne, Prudence, and Peter Lake, eds. *Global Innovation of Teaching and Learning in Higher Education: Transgressing Boundaries*. New York, NY: Springer, 2015.

Layne and Lake investigate the overarching state of the scholarship of teaching and learning and highlight pedagogical strategies instructors employ worldwide to overcome the challenges of teaching in higher education. The authors argue that some innovations in teaching, developed within particular cultures, disciplines, and institutions, could be universal practices. The book invites its readers to consider new pedagogies that create an environment of collaboration and creativity in the classroom.

Major, Claire Howell. *Teaching Online: A Guide to Theory, Research, and Practice*. Baltimore, MD: Johns Hopkins University Press, 2015.

Recognizing a changing learning environment in which virtually all college professors must manage at least some aspects of teaching online, Major offers a blend of educational theory and practical strategies to help educators

maintain their effectiveness while using digital tools. Heavily interspersed with examples from contributors with online teaching experience, Major’s guide pulls together much of the extensive information available on web-based teaching. From broad concepts on the nature of learning to useful information on practical concerns such as intellectual property or a teacher’s persona, *Teaching Online* offers immediate help for professors seeking to enhance students’ experience through online tools.

Therrell, James A., and Staci K. Dunneback. “Millennial Perspectives and Priorities.” *Journal of the Scholarship of Teaching and Learning* 15, no. 5 (2015): 49–63.

Seeking to understand the educational preferences of today’s students, Therrell and Dunneback survey 291 college students regarding their perceptions of how they learn best. Happily, their responses reflect widely accepted best practices. In particular, millennials express strong desires that teachers 1) show care, passion, and enthusiasm; 2) communicate clear expectations; 3) align course content with exams; 4) incorporate real-world examples and applications into their courses; and 5) provide active learning opportunities. These factors, the students report, lead to increased attention, focus, and engagement.

Goodson, Ludwika Aniela, Don Slater, and Yvonne Zubovic. “Adding Confidence to Knowledge.” *Journal of the Scholarship of Teaching and Learning* 15, no. 1 (2015): 20–37.

Starting with the assumption that students need knowledge and confidence to apply knowledge, a civil engineering instructor describes significant changes to one of his courses to increase motivation and ability in his students. From changes as simple as moving from a “knowledge survey” to a “confidence survey,” the instructor saw marked improvements in his students’ interactions with him and their performance in the course.

Re-Imagining Community-Engaged Learning within the Academy

By Dennis Myers, Dorothy Barfield Kronzer Endowed Professor in Family Studies

In accordance with our *Pro Futuris* vision, Baylor is deeply committed to transformative connections between academy and community. Our students participate in a wide range of community-focused, service learning experiences as well as internship opportunities aimed at producing researchers, practitioners, and citizens ready to engage a hurting world. The inclusion of Civic Leadership as one of Baylor's general education outcomes, the Civics Education and Community Service (CCS) program, the Office of Community Engagement & Service, and the iCivics Partnership all demonstrate an exemplary commitment to community-based, transformational education and engaged learning at Baylor.

Faculty and academic leadership are, of course, committed to continuous improvement that builds on these accomplishments. As a former director of the Baylor CCS program and long-time proponent of service as essential for all of our students, I offer three recommendations to increase the likelihood that students can offer "a distinctive voice to global conversations about crucial issues . . . in a way that few others can" (*Pro Futuris*).

Increase integration of community-engaged learning within the core curriculum and undergraduate disciplines

My observation is that opportunities for students to imagine community encounters as a context for understanding course content are



limited to programs with a specific civic education focus and a few other courses dispersed throughout the curriculum. We need to find ways to modify our general education and upper-level undergraduate courses in a way that embraces the power of classroom-community interplay.

The rationale for deeper adoption of classroom-community interaction is supported by the following connections between the innovation and the identity and aspirations of the university: specifically, evidence for the efficacy of contextualized learning, and

current concerns about the relevance of liberal arts education for "real world" issues. Community-engaged learning provides a context for the analysis and synthesis of information required for the mastery of general education outcomes such as communication, critical thinking, and the Christian perspective.¹

One possible instructional opportunity that could benefit from community engagement is an interdisciplinary capstone course that could be offered to all undergraduate majors. Students would have the opportunity to contemplate the ways in which their general education and discipline-specific learning are connected with the community challenges

they encounter. Participation in a learning community focused on a common community service project would also provide a venue for interdisciplinary work.

While the need for effective infrastructure makes it unrealistic to aim for comprehensive adoption of this pedagogy, strategic integration of the classroom-community innovation within general education and within the discipline will foster the transformational education we all seek.

¹ Jeavons, Thomas H. "Service-Learning and Liberal Learning: A Marriage of Convenience." *Michigan Journal of Community Service Learning* 2, No. 1 (1995): 134-140.

Expand coordination and interdisciplinary collaboration among professional internships

The most powerful demonstration of the positive relationship between community engagement and student learning at Baylor are internships in professional education. A careful review of data on internships reveals that internships increase retention rates and enhance students' employability. Alumni often cite internships as their most significant learning experience at Baylor.

Internship placements are ideal venues for preparing students to do interdisciplinary work, providing a laboratory for research and practice with colleagues in other disciplines. The difficult reality, however, is that professional internships are deeply siloed at Baylor. Placements, even within the same academic unit, are rarely coordinated, and collaboration among the student-professionals from different academic disciplines serving in the same setting does not occur. The structural and human resource barriers to creating such coordination are as formidable as the urgency of preparing students for the interdisciplinary imperative inherent in solving pressing community problems.

Baylor, through the Office of Career and Professional Development, is creating a centralized database for professional internships as a first step in a more coordinated approach. An Assistant Director for Internships works with a Task Force appointed by the Office of the Provost to facilitate

cross-professional conversations about internship placements and mutual interests. This kind of collaborative work deserves continued support and even an expanded role that would increase opportunities for interdisciplinary learning. As Baylor faculty pursue federal and private funding to address big challenges, consideration should be given to new models for internships that enable interaction among interns from multiple disciplines. Interdisciplinary internship experiences would mirror how faculty involved in grant work collaborate in the real world.

Enrich connections between the core curriculum and undergraduate professional internship programs

In addition to the profound impact of internship experiences, the structure of community engagement learning opportunities provides avenues for "pulling through the threads" of the core curriculum into the specialized learning of the discipline. Many professional internship programs are competency-based and utilize a learning contract to direct and formalize learning. Learning contracts that invited students to pay attention to how the four "C's" of general education are activated

in their professional practice would increase the probability that these outcomes would evidence themselves in students' careers and daily lives.

Conclusion

In this essay, I celebrate the many ways that Baylor delivers transformational education through engagement with real-world challenges. I think that releasing the vast potential of intentional transactions between courses and community awaits our imagination and willingness to fail and keep trying. I offer three recommendations for activating more of this potential, compelled by this statement of Baylor's distinctive role: Baylor University remains a place where the Lordship of Jesus Christ is embraced, studied, and celebrated. We love God with our heart, so we are compelled to care for one another and to address the challenges of our hurting world.



Ten Easy Classroom (re)Designs

Gathered from recent Seminars for Excellence in Teaching
Compiled by Megan Haggard, ATL Graduate Fellow

- 1 Get Moving** – Dr. Matthea Williams (HHPR) shows how a sedentary classroom can be a detriment to student learning. A mere 60 seconds of activity helps to reset attention span. Recommended remedies include: having students stretch, do a movement-based informal poll, or simply change their seats as they form groups for discussion.
- 2 Leave the Room** – Venture outside the classroom for meaningful experiences. In the BIC, students experience a field day to enhance their understanding of religious traditions, cultural experiences, or social concerns. The trips help students apply classroom learning to the real world.
- 3 Revise and Resubmit** – By using “minimal marking” on first submissions of student papers, Dr. DeAnna Toten-Beard (THEA/BIC) saves time grading. By requiring that students address her edits in a second submission, students can earn points by responding to those edits, allowing them to demonstrate learning in the process of writing and rewriting.
- 4 Get into Groups** – Group work is often necessary for larger projects, but can be the bane of both professors and students. Dr. Byron Newberry (ME) utilizes an online tool called Teammates, which allows for easy and private peer- and instructor-review. Check it out at <https://teammatesv4.appspot.com/>.
- 5 Ask Them** – When it comes to student learning in class, asking them is an easy way to gauge students’ understanding. Dr. Tiffani Riggers-Piehl (ATL) asks students what topics they know or don’t know using index cards, revisiting prior information using in-class polls, or collecting student questions daily, to quickly respond to gaps in learning.
- 6 Make It a Game** – Many students thrive in a competitive environment, so bring that into the classroom by using response systems to easily create tournaments. Websites like Socrative and Kahoot let instructors create quizzes where students can respond on their phones or computers. Check out Dr. Trey Cade’s (Institute for Air Sciences) upcoming SET for more details.
- 7 Step Back in Time** – Both the Armstrong Browning Library and Texas Collection have great resources to transport students back to the Victorian era or early Texas history. Collaborate with librarians to engage students using these unique documents, or seek out other texts or media to help students appreciate the impact of everything from revolutionary writers to scientific findings during their time.
- 8 Modeling (Right and Wrong)** – 2014 Cherry Award winner, Dr. Meera Chandrasekar, advocates for students to demonstrate how to both correctly solve a problem and how it could fail. Letting students discuss why or why not a solution will work encourages them to actively participate in their learning and allows instructors to correct errors in understanding in real time.
- 9 Make PowerPoint Work with You** – PowerPoint is a useful teaching tool but at times can detract from learning. To remedy this, Dr. Jim Kendrick (FDM) recommends sticking to 3 rules when building PowerPoints for lecture – simplicity, visual engagement, and picture superiority. Emphasize pictures or videos over text, which often compliment and support your teaching far better than words ever could.
- 10 Throw Out the Textbook** – Sometimes a textbook just doesn’t cut it – and that’s fine! Examine your course objectives and determine what resources work to best achieve them. Consider a combination of discipline-specific books, articles, and/or documentaries. Or, if you’re not quite ready to toss out the textbook entirely, augment your syllabus with various viewpoints and voices on the topics at hand to include more diverse perspectives.

TA TAKE NOTE WITH DR. JO-ANN TSANG



In this segment, a Graduate Student Teacher of Record poses a problem he or she is having with teaching, and an expert faculty member responds.

QUESTION: “HOW CAN I INCORPORATE MORE DISCUSSION INTO MY DAILY LECTURES?”

Dr. Jo-Ann Tsang,
Associate Professor of Psychology

I incorporate discussion into my lectures by having students generate examples of concepts once I define them in lecture, and by splitting the class into smaller groups to discuss an issue and then having them share answers with the class.

For instance, on a lecture on moral development I have students read a dilemma example, and then I define

Kohlberg’s pre-conventional morality (where what is right is determined by rewards and punishments). I then ask students to think of how someone at the pre-conventional level of morality might answer the dilemma. We generate examples for all 3 of Kohlberg’s levels, and then I show them videos of high school students answering the dilemma at the different levels to provide further concrete examples.

An example of a small group activity is when I teach my social psychology class about research methods. After we discuss correlational research and experiments, I have the students break into groups of 4 or 5, pick a research topic, and design both a correlational study and an experiment.

This semester I am also trying to generate discussion questions by thinking about what I want students to know, and asking questions to lead them there. For instance, my first lecture in social psychology will be about the definition of social psychology, which is the scientific study of how the real or imagined presence of others influences

us. Before I present them with the definition, I am going to ask them for examples of when they have been influenced by the direct presence of others, and next ask them if they think that a person has to be actually there to influence them. Finally, I plan to then ask for examples of when imagined others have influenced us, allowing us to conclude as a class that both the real and imagined presence of people can influence us.

The Academy for Teaching and Learning conducted an extended interview with Dr. Tsang on how to lead productive discussions in the classroom, construct a syllabus, discuss controversial subjects, and try different assessment methods. The transcript can be found at the ATL website: www.baylor.edu/ATL, on the Resources tab.

Save the Date

The Academy for Teaching and Learning, with the generous support of Baylor’s Academic Deans, is pleased to host Dr. Adam Persky, Clinical Associate Professor and Director of the Center for Educational Excellence in Pharmacy at the UNC Eshelman School of Pharmacy. Dr. Persky will share his expertise in teaching and learning with the Baylor community June 6-7, 2016.

Please mark your calendars for this exciting event. Visit the ATL website for more details.

Improve your Teaching through Online Learning

Baylor University and the Electronic Libraries recently purchased a membership to Lynda.com, a library of more than 2,500 courses of instructional videos on a variety of disciplines and technology. With an account, you are able to choose from the videos available to supplement your pedagogical skills at your convenience. As a Baylor Faculty or Staff Member, you are eligible to activate a Lynda.com account, but subscriptions are limited. Accounts will be given on a first-come, first-served basis.

Head to this link to find out more and create an account:
www.baylor.edu/its/lynda



Teaching Awards

EACH YEAR, BAYLOR UNIVERSITY RECOGNIZES DISTINCTIVE TEACHING BY FACULTY AND GRADUATE STUDENT INSTRUCTORS. THE ACADEMY FOR TEACHING AND LEARNING IS PLEASED TO CELEBRATE THESE EXCELLENT TEACHERS.

2016 Robert Foster Cherry Award:

Dr. Mikki Hebl,
Professor of Psychology, Rice University



2015 Cornelia Marschall Smith Professor of the Year Award:

Dr. David Jeffrey,
Distinguished Professor of Literature
and Humanities, Honors College

2015 Collins Outstanding Professor Award:

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Senior Lecturer,
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2015 Centennial Professors Award:

Dr. Kevin Gutzwiller, Professor of Biology
Dr. Jay Pulliam, W.M. Keck Foundation Professor of Geophysics

Outstanding Graduate Student Instructors



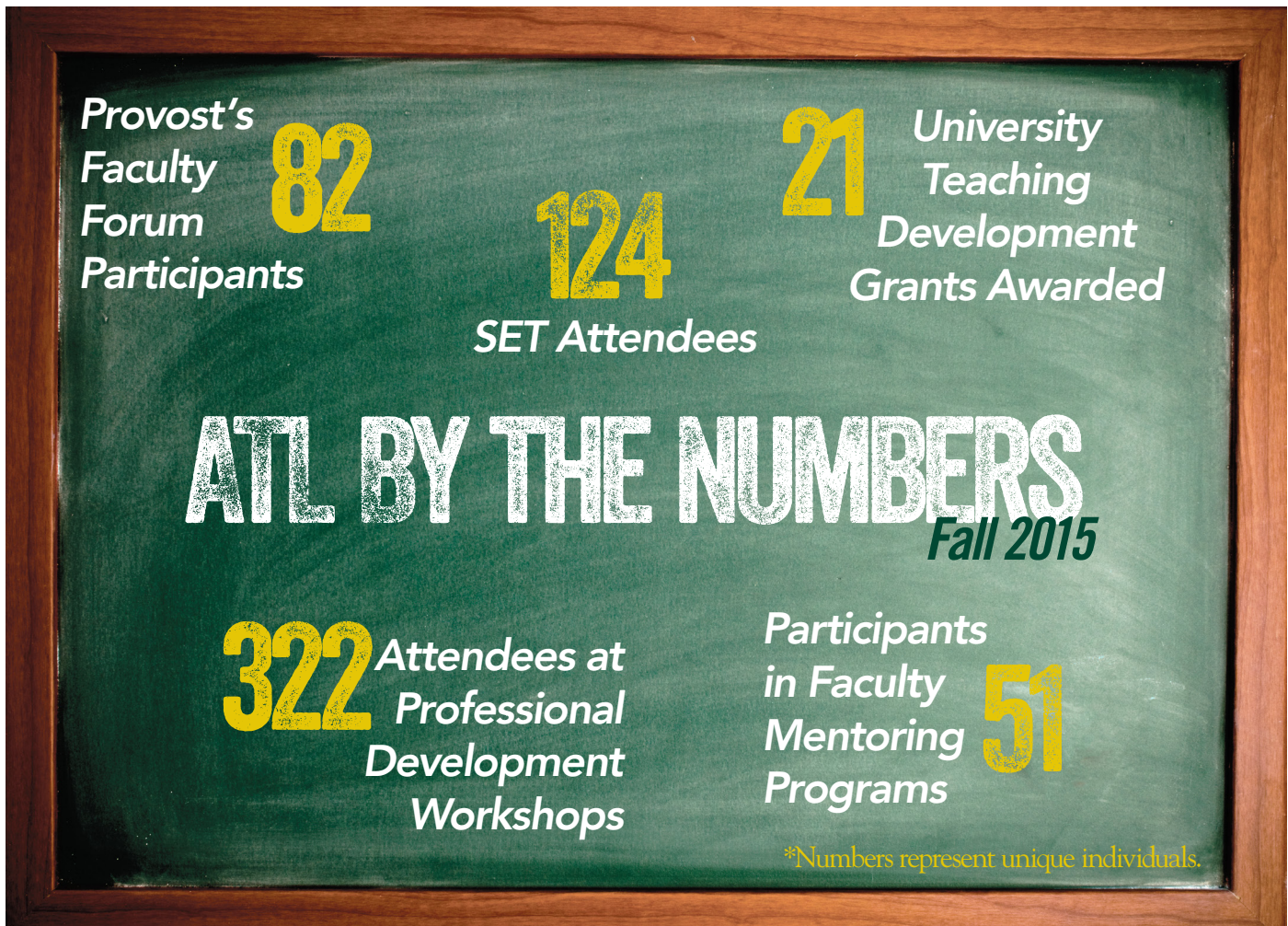
2014-2015

Tom Carpenter, Psychology and Neuroscience
Todd Ferguson, Sociology
Jeremy Leatham, English, ATL Graduate Fellow
Huy Nguyen, Mathematics
Courtney Bailey Parker, English, ATL Graduate Fellow
Nathan Warf, Political Science*

Fall 2015

Megan Haggard, Psychology and Neuroscience, ATL Graduate Fellow
Mike Milovich, Management Informations Systems
Amy Schroeder, English

*Please note this correction from the print version, where Nathan Warf was noted as being in the Mathematics department.



The ATL is pleased to foster Baylor's commitment to teaching excellence through the following programs and services:

- Seminars for Excellence in Teaching (SET)
- Faculty Interest Groups (FIG)
- Summer Faculty Institute (SFI)
- Provost Faculty Forum
- University Teaching Development Grants (UTDG)
- Teaching Assessments
- Faculty Mentoring
- Guest Presentations
- Workshops
- Departmental Partnerships
- Print Materials

Supporting Teaching Excellence

From generation to generation, Baylor students have been transformed by the teaching and mentorship of dedicated, caring faculty members. Outstanding professors have been central to Baylor's history, and nurturing the strong connection between faculty members and students is at the heart of *Pro Futuris*.

The Academy for Teaching and Learning invites you to remember a favorite faculty member by offering a gift in his or her name. Your gift in the name of a beloved teacher will enhance Baylor's identity as a place where the teaching and caring mentorship of students matter. Go to the ATL website and click "Give" for more information.

SET Seminars for Excellence in Teaching

February

- 17 Addressing Controversial Topics**
2:30 - 3:30 PM
- 24 The Dialogical Method: A New Approach to Learning in the Classroom**
1:25 - 2:25 PM

March

- 3 Coaching the Coaches: What a Biochemist Taught a Homiletics Professor about Pedagogy**
3:00 - 4:00 PM
- 16 Engaging Students by Visualizing Their Learning**
2:30 - 3:30 PM
- 17 What to Expect when Teaching a STEM Laboratory Course**
2:00 - 3:00 PM

- 21 Using Writing Workshops in Any Course**
2:30 - 3:30 PM
- 23 Who's Afraid of Course Evaluations: What They Do, Don't, and Can Tell Us**
3:35 - 4:35 PM

April

- 7 Strategies for Teaching Millennial Learners Through the Lens of Cultural Humility**
2:00 - 3:00 PM
- 11 Teaching to Amaze and Engage: Using Wonder, Humor and Active Learning Techniques to Captivate Upper-Level Science Students**
3:30 - 4:30 PM

All SET will be held in the Dennis Campbell Innovative Learning Space (Jones Library #200). For more information and to register, visit www.baylor.edu/ATL.

OUR MISSION

To support and inspire a flourishing community of learning.



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