April 2016

Tomorrow’s Teaching Newsletter

Tomorrow’s Teaching newsletter is a publication produced by the MUSC Online Advisory Council and the Apple Tree Society providing news, advice, and resources for 21st century teaching with technology and innovative strategies.

Included in this newsletter:
- Quick Tips – KWL Graphic Organizer
- Quick Tips – Teaching Tips from Recognized Outstanding Educators
- Top Advice from an MUSC Faculty Member – Catherine O. Durham, DNP, FNP
- Trends – Augmented Learning
- Resources
- Conferences
- Workshops

Quick Tips:

KWL Graphic Organizer

A KWL chart is a graphic organizer composed of three vertical columns that can be used for reading assignments or over the course of a lesson to help the student think critically about their knowledge throughout a learning process.

<table>
<thead>
<tr>
<th>KWL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What I Know</strong></td>
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<tr>
<td>--------------</td>
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</tbody>
</table>

Studies have shown that this strategy readily lends itself to engaging with flipped classroom learning materials. The acronym lays out into a chart separating what the student already knows (K), wants to know (W), and ultimately learn (L).

**The K column** should be done before the lesson or reading assignment by having the student think about their current knowledge of the topic. The instructor can follow up on this column by compiling a master list of the material students know to see themes and misconceptions emerge.

**The W column** is also done before the lesson or reading assignment. Students can be guided by
the six questions of journalism as prompts (Who? What? Where? When? Why? How?). The instructor can follow up on this column by having students share their questions to guide the lesson and give instructors time to share what they hope students will learn.

The L column should be completed after the content is addressed by going back through the first two columns, checking off questions, writing main points of what they learned, and adding new questions. This process can help students become more active thinkers and readers giving them specific points to look for during reading text or a lesson, thus enhancing their metacognition through the process. This also gives instructors the opportunity to teach to what the students want to know along with the content that needs to be addressed, giving the lesson a meaningful direction for the students to be engaged.

Teaching Tips from Recognized Outstanding Educators at MUSC (From Apple Tree’s Foundations in Teaching and Learning Series, Panel Discussion, February 24, 2016)

• Start instruction by asking learners to name 5 things they want to know, then instruct to those followed by a review of those specific items at the end of the session.
• Provide opportunities for students to be creative and bring their talents and interest into their coursework.
• Ask students to complete a scenario or story.
• Ask students, “So what?” in a response to their answers to questions to help move them to higher level thinking skills.
• Start instruction by helping students identify their learning styles and then teach to those various styles.
• Stay in close contact with students who are not doing well and help them figure out exactly why they are struggling and how to be successful moving forward.
• Make students use what they learn by asking them to give an explanation of why they made a certain decision.
• Use a rubric for writing assignments because it provides clear expectations and fairness in grading.
• Make content relevant and applicable - provide “real life experiences” for students when possible.
• Give students practice in communication skills – from eye contact to clear and effective conversations with patients.

Top Advice from an MUSC Faculty Member

Catherine O. Durham, DNP, FNP, was selected as a recipient of the 2015 MUSC Developing Teacher Award. She is the Director of the MSN DNP Program at the College of Nursing, a nurse practitioner with MUSC Family Medicine and a Commander in the US Navy Reserves.

Cathy’s Advice: In our college we have found that classroom size has grown, faculty are often co-teaching in courses, and students are seeking immediate and consistent feedback. To address some of these issues we have established the following best practices:

*Meetings: Establish weekly or bi-weekly faculty meetings to address course issues and ensure
faculty has the resources they need

*Grading*: Don’t grade everything! For example, in a course with 6 discussion boards we determined that grading 3/6 for 30% of the course grade met our needs for assessment. We advised students via the syllabus that they will be graded on 3/6 discussion boards that are randomly selected-this is designed to keep students engaged throughout the semester working to a high level and save faculty time.

*Rubrics*: Rubrics are key to consistent grading; faculty grade one assignment together each semester in a course to ensure the rubric is applied consistently. If a student fails an assignment, we ask for a “blind grade” by another faculty member to confirm.

*Manage Expectations*: Set standards that indicates when faculty are available and will respond to emails and calls. In a time when we all are tied to our computer, cell phones, pagers etc. it is important to disconnect. Let students know ahead of time that when you are available and be sure to schedule time off. For example—we indicated a 24 hour response time during the week and 48 hours in the weekend.

Lastly—take time off for fun!

**Trends**

**Augmented Learning**

Although augmented reality has been around for a long time with its use in various high tech movies, augmented learning is just now in its initial stages of development and growth in education. With products like Google Glass and the Apple Watch, the learning environment is quickly adapting to the individual user’s needs and inputs. In augmented learning, a student can use a computer or cell phone to easily select various supplemental pop-ups and guides to enrich learning. With apps such as Layar and Blippar, a simple image or text can burst into 3-D view of images, text, additional sites, and readings. This kind of environment can stimulate discovery leading to greater understanding of material and allows for pedagogical principals such as physicality, embodied cognition, situated learning, and mental action to be integrated in a theoretical and practical way. Augmented learning has great potential in education as a tool where users become the teacher and the student for themselves. Profound learning occurs when students create, share, and interact in various methods and augmented learning changes the learning environment to allow for exciting learning possibilities.


**Resources of the Month**

Newport, C. (2016). *Deep work: Rules for focused success in a distracted*
Conferences (through June)

• Annual Gateway Course Experience Conference, April 3 – 6, http://www.jngi.org/gateway15/
• The Science of Imagination: Cultivating Curiosity and Creativity in Our Schools, April 7 – 9, http://www.learningandthebrain.com/Event-329/The-Science-of-Imagination/Program
• EDUCAUSE Connect: Miami, April 6-8, http://www.educause.edu/events/educause-connect-miami
• Conference on Teaching Innovations and Enhancing Learning (TIEL), April 9, https://www.trocaire.edu/tiel-conference
• Gulf-South Summit on Service-Learning and Civic Engagement through Higher Education, April 13, http://www.gulfsouthsummit.org/
• Lilly International Conference, June 2 – 5, http://lillyconferences.com/
• Annual Summer Institute on College Teaching, June 5 – 9, http://vtc.odu.edu/development/summerInstitute.html
• The Teaching Professor Annual Conference, June 3 – 5, http://www.magnapubs.com/2016-teaching-professor-conference/
• AALHE Annual Conference, June 6 – 8, http://vtc.odu.edu/development/summerInstitute.html
• Annual Faculty Institute at Barnard College, June 9 – 12, http://reacting.barnard.edu/conferences-events
• National Effective Teaching Institute, June 23 – 25, http://www.asee.org/conferences-and-events/conferences/neti
• Learning and the Brain Summer Institute, June 28 – July 1
1, http://www.learningandthebrain.com/


**Workshops and Courses (through June)**

• Inside Higher Education Webinars, https://www.insidehighered.com/webinars
• User-Centered Model Design for Higher Education: Adding Meaning to Student Metrics, April 26, http://www.educause.edu/events/educause-live-user-centered-model-design-higher-education
• **Beyond Words: Visual Choices that deepen learning, April 29, [http://tltgroup.roundtablelive.org/event-2111671](http://tltgroup.roundtablelive.org/event-2111671)**
• Introduction to Online Presentation Tools, May 02 - May 08, 2016, [http://onlinelearningconsortium.org/workshop/introduction-online-presentation-tools-6/](http://onlinelearningconsortium.org/workshop/introduction-online-presentation-tools-6/)
• Teaching in Blended Learning Environments: Creating and Sustaining Communities of Inquiry, May 11, [https://www2.educause.edu/eli/events/eli-course-teaching-blended-learning-environments](https://www2.educause.edu/eli/events/eli-course-teaching-blended-learning-environments)
• Creating Effective Assessments, May 16 - May 22,
• Fundamentals: Engaging Learners in Online Discussions, May 16 - May 22,
• Introduction to Copyright and Fair Use, Part 2, May 17 - May 17,
• Exploring Interactive Video Tools, May 18 - May 20,
• Implementing Universal Design for Learning in Higher Education, June 8,
  https://www2.educause.edu/eli/events/eli-course-implementing-universal-design-learning-higher-education
• Advances in Educational Methods for Allied Health Educators, June 25 – July 20,
  http://www.aalgroup.org/IAHE_details.cfm

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Tell us what to include in this newsletter. Complete this brief poll: https://redcap.musc.edu/surveys/?s=7WA8ATWAK3.
Or, contact mauldinm@musc.edu, annandu@musc.edu or hortmanm@musc.edu to submit ideas, resources or news directly.