



# The Newsletter of the Teaching, Learning, and Professional Development Center

Office of the Provost,  
Division of Undergraduate Education and Student Affairs

Information about the pursuit of good teaching at

## A Letter from our Director

Can you feel the buzz in the air? There's nothing like the feeling on a college campus in fall when students come back to campus! Our summer flew by this year as we devoted a significant amount of time to building the Blackboard course to accompany the newly revised version of IS 1100/Raider Ready, worked to freshen up websites for the Teaching Academy and Service Learning, continued with our own scholarly pursuits and article submissions, and got ready to start over again with our programs and events in the fall.

After 10 years of service as the business manager for the TLPDC, Charlotte Wynn retired this summer. We were fortunate to hire Mary Valdez and hope that you'll have an opportunity to meet her when you stop by the TLPDC. Mary is a long-time Red Raider and has jumped right into the TLPDC family – we are thankful for her!

Take advantage of the fall spirit and stop by the TLPDC soon. Our doors are always open!

~ Suzanne

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## Highlight- ed Fall

The John M. Burns Conference

Featuring Dr. Craig E. Nelson

September 28th, 2012

"Fostering Critical Thinking" 10:00 am—12:00 pm

"Dysfunctional Illusions of Rigor" 1:00 pm—3:00 pm

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## The 30-Minute Miracle Series

*It's not just for summer anymore!*

- *Quick and Easy Student Evaluations with Dr. Micah Logan*  
September 6, 2:00—2:30 pm
- *Mixing it Up in Classroom Discussion: Jigsaws and Fishbowls*  
October 4th, 2:00—2:30
- *Smarter Speed Dating: 150 Seconds of Engaged Learning with Troy Lescher*  
October 29th, 3:00—3:30 pm

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*and Dr. Jacki Fitzpatrick*
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## TLPDC 2012 Faculty Spotlight:

Dr. Elizabeth Trejos-Castillo, Assistant Professor, Human Development and Family Studies

*My Teaching Philosophy* encompasses a multicultural approach aiming to develop a dynamic environment for the understanding and acceptance of different world-views. Through the continuous process of learning about multicultural groups, I believe students acquire valuable tools for their lives, discover their own cultural and diverse backgrounds, learn from others' experiences, and communicate and share their knowledge. Teaching for me represents a bi-directional process through which all individuals involved grow – they grow in knowledge and understanding, but also as compassionate human beings. I use a Critical Constructivist pedagogical approach based on the premise that students are active players constructing knowledge within a social and cultural environment.

I also use a Cross-Cultural teaching approach to transform the classroom environment into a safe place to discuss and reflect on important issues such as inclusiveness and diversity and how those relate to the specific content under study in every course. I believe diversity and inclusiveness cannot be understood until they are materialized in the lives and experiences of people who come from different backgrounds; thus, I rely on a variety of visual and written materials that apply to real life situations and that involve individuals across different ethnic and racial populations.



## The 2012-2013 TEACH Program

The TEACH (Teaching Effectiveness And Career enHancement) Program at the TLPDC assists doctoral students in further developing their teaching skills and preparing for future faculty roles. TEACH Fellows receive individualized feedback from pedagogical consultants through classroom videotapings and student feedback, and engage in reflective practice through peer observations, the development of a professional teaching portfolio and project, and workshop attendance. This highly selective and intensive program offers its fellows \$500 per semester for their active participation, and has been featured as a model of graduate student development on the nationally-known MERLOT ELIXR case story website (<http://elixr.merlot.org/case-stories>).

The TEACH Program Faculty Selection Committee recently selected the 2012-2013 cohort from the largest and most competitive application pool in the program's eleven-year history. We are pleased to welcome 23 new TEACH Fellows from a vast array of disciplines, including Biology, English, Mechanical Engineering, HDFS, Marriage and Family Therapy, Physics, Mass Communications, RHIM, History, Computer Science, Industrial Engineering, Art, Psychology, and Theater.

We are also excited to welcome 2 new part-time peer consultants to the program: **Travis Roach** from Economics and **Dylan Christenson** from Civil and Environmental Engineering. As former TEACH Fellows and thoughtful, skilled instructors, we know they will have a lot to offer our new Fellows!

For more information about the TEACH Program, visit the TLPDC website at [www.tlpd.ttu.edu/teach](http://www.tlpd.ttu.edu/teach), or contact Dr. Allison Boye at [allison.p.boy@ttu.edu](mailto:allison.p.boy@ttu.edu), or Troy Lescher at [troy.lescher@ttu.edu](mailto:troy.lescher@ttu.edu).

When thinking about a course, engage in reverse planning (determine the endpoint and plan backwards so that each element leads to the endpoint). The endpoint can be identified by answering the following question: "As a result of this \_\_\_\_\_, what should the students know and/or be able to do?" This question can be posed in reference to any aspect of the course (e.g., goals, assignments, readings, activities).

~ Dr. Jacki Fitzpatrick

## Instructional Design News

The Instructional Design (ID) Team would like to invite you to visit our redesigned website. The focus of the redesign is to provide immediate support for online course design and development. A new [Teaching Online link](#) can be found in the top navigation bar on the TLPDC homepage; from there you will find a great compilation of resources helpful for Creating Your Course, Teaching Your Course, and Teaching with Technology as well as information on Blackboard Support and educational sessions at the TLPDC.

As many educators find the line between copyright do's and don'ts to be blurry, we encourage you to take a look at the copyright resources included in the Creating Your Course section. There you will find links specific to Texas Tech, which will direct you to campus policies and procedures. We would also like to draw your attention to the *Copyright on Campus* video. This video is concise and specific to higher education, and it is intended to help clarify basic copyright laws. Should you have any questions regarding copyright issues and teaching online, the ID Team is readily available to help.

We will continue to add resources to our website, so be sure to revisit the site to see what's new. As always, the ID Team is happy to assist you with your online course design and development. Contact us to request an instructional designer to work with you by email: [tlpdc.id@ttu.edu](mailto:tlpdc.id@ttu.edu).

Make the online teaching and learning experience positive and purposeful by clearly communicating your expectations to students throughout your course content. One way to do this is by answering the following questions as part of your assignment description and/ or instruction:

- What do you want students to learn?
- Why is this assignment important?
- What do students need to complete the assignment?
- How will the assignment be graded?

## Professional Development News

In addition to numerous teaching and learning events, the TLPDC also provides additional development opportunities for both faculty and staff. We hope to increase our professional development offerings as we continue to identify resources and topics that are beneficial to the Texas Tech community. As different groups often have different needs, we are presenting targeted sessions to best meet those needs and we hope that you will take advantage of sessions that speak to you.

One example of a targeted offering this spring is the **Tenure Academy Series**. Many faculty and administrators are familiar with our annual Tenure Academy event, and this year we are pleased to announce that it is being expanded into the Tenure Academy Series so that more tenure-track faculty members are able to participate in various events in both the fall and spring semesters. This series was developed from the Tenure Academy feedback we've received over the past few years, and is intended to provide tenure-track faculty with insight into what it takes to attain tenure and promotion at Texas Tech University. The following sessions comprise this fall's Tenure Academy Series. If you are interested in attending any of these sessions, please register online at [www.tlpd.ttu.edu](http://www.tlpd.ttu.edu).

***Basic Elements of the Tenure and Promotion Dossier at TTU*** with Dr. Rob Stewart  
September 19<sup>th</sup>, 3:00-4:00

***Women Who've Stayed on the Tenure Path: Finding a Work-Life Balance*** with Dr. Claudia Cogliser, Prof. Genevieve Durham DeCesaro and Dr. Min-Joo Kim  
October 1<sup>st</sup>, 2:00-3:00

***From a Chair's Perspective: Examining Tenure Expectations in STEM*** with Drs. Lou Densmore (Biology), Carol Korzeniewski (Chemistry), Roger Lichti (Physics), & Audra Morse (Engineering) November 8<sup>th</sup>, 12:30-1:30

*Bring The Community Inside The Classroom* so that students learn about the applications of concepts and knowledge to real life situations and develop a clear understanding of their professional responsibilities and the importance of serving the community and the society at large.

~ Dr. Elizabeth Trejos-Castillo

## TLPDC 2012 Faculty Spotlight:

Dr. Jacki Fitzpatrick, Associate Professor, Human Development and Family Studies



During my career, I have taught 17 (in person and online) unique courses in three departments. This course load has given me experience in course development/implementation. Based on this experience, I respectfully offer the following comments for your consideration.

### Syllabus

The syllabus is one way in which instructors make an impression on students. If instructors have incomplete or poorly structured syllabi, then students would have justification to assume that instructors are incompetent or negligent in course preparation. If instructors appear to be weakly invested in the course, then it can raise students' doubts as to why they should be more invested than instructors. Thus, I prefer to create an extensive syllabus that provides all the details (e.g., assignments, policies, course plan) that students will likely need for the semester. The details help students to make informed

decisions as to whether they want to stay in the course. Detailed information also serves as a resource for students (e.g., first generation) who have had little exposure to academic culture. In this way, the syllabus can be a form of social justice.

### Balance

Throughout a course, I try to balance structure and flexibility for assignments. I provide the basic parameters of assignments (e.g., length, format, requirements). In addition, I give students advance notice of the grading criteria for assignments. So, students know which assignment elements are more (or less) important. In this way, students can create priorities (e.g., which elements require the most effort or should be completed first).

Students are also given some freedom of choice. For example, students decide which two (of five) essay questions they wish to address in exams. Similarly, students are given some requirements for media use (e.g., documentary that exemplifies course concepts), but they make the specific media selections.

This balance is provided for two reasons. First, I want students to be empowered to make some choices. Second, I want students to gain experience in decision-making processes in ambiguous situations. This is a skill that they will need if they pursue a career in social sciences. Thus, the classroom can be a relatively low-risk environment in which they can begin to develop this skill.

Being an educator is having the privilege to be a “**door opener**,” and to construct knowledge together with the students while supporting each other's personal and professional growth through positive and caring relationships.

~ Dr. Elizabeth Trejos-Castillo

## Have you Heard about the University Reading Circle?

Formerly the Faculty Reading Circle, the University Reading Circle has returned to the list of offerings at the TLPDC! Designed to be an informal gathering for all members of the TTU and greater community, the URC brings together a welcoming group of faculty, staff, administrators, and students to discuss vibrant and important topics related to contemporary higher education. The discussions focus on brief and accessible selections from online sources such as *The Chronicle of Higher Education*, and recent topics have included issues such as financing higher education, introverts in the classroom, and burnout. This semester we will explore equally fascinating topics such as “Millennial Student Culture and Boundaries,” and “Technology on Campus—Big Brother or Best Friend?” If you get a chance, we hope you will consider joining us! *All readings should be easily accessible online from a TTU computer.* If you have questions, please contact Dr. Allison Boye at [allison.p.boy@ttu.edu](mailto:allison.p.boy@ttu.edu) or 742-0133. Register online at [www.tlpd.ttu.edu](http://www.tlpd.ttu.edu).

### Fall Meeting Times:

Monday, Sept. 24<sup>th</sup>, 12:00 – 1:00, TLDPC 153

Thursday, Nov. 1<sup>st</sup>, 12:30 – 1:30, TLPDC 153

# Service Learning Highlights

The Service Learning Program had a great 2012 academic year. We are excited about the increased number of service learning courses and the faculty achievements. Listed below are a few of the accomplishments:

- Dr. Donna Davis, Associate Professor-Rawls College of Business and her students received recognition for their excellent Service Learning Marketing Project developed for the South Plains Homeless Consortium in the spring 2012.
- Dr. Tanja Karp has been appointed as a Butler Distinguish Educator Fellow for her Get Excited About Robotics (GEAR) program and her service learning and engaging initiatives in which she will receive a \$10,000 stipend for three years.
- Dr. Dottie Durband and Dr. Joseph Goetz (University of Georgia) along with Irene Arellano, TTU's Service Learning Coordinator, co-wrote a peer reviewed presentation entitled "Integrating Service-Learning into Financial Counseling and Planning Courses" for the 2011 AFCPE Conference in Jacksonville, FL, which was presented by Dr. Dottie Durband.
- There are 78 official service learning courses available to Texas Tech students including undergraduates, graduates and law students.
- The Law School has 10 of their law clinics officially recognized as service learning courses.

The Service Learning Faculty Fellows Program welcomes their 2012-2013 members. The faculty fellows who are new to the program are Keith Dye (Music), Amanda Booher (English), Rich Rice (English), and Mohan Sridharan (Computer Science). The faculty mentors will be Reese Todd (Curriculum and Instruction), Courtney Meyers (Agricultural Education and Communications), Tanja Karp (Electrical and Computer Engineering) and Norman Bert (Theatre and Dance). The program's goal is to create a community of scholars who integrate the philosophy, pedagogy, and process of scholarly engagement into each component of their professional lives, teaching, research, and professional service, who are committed to the philosophy and practice of service learning.

The Service Learning Program is dedicated in providing experiential learning opportunities for all of our TTU students. If you are interested in learning more about service learning, please contact Irene Arellano, Service Learning Coordinator, at 742-0133, or via email at [irene.arellano@ttu.edu](mailto:irene.arellano@ttu.edu)

## How to Submit a Course for the "S"-designation:

To submit your course to receive recognition for your service learning course, please send the following information:

- 1). **Course Narrative:** There are four criterions that must be integrated in to your course (please visit the TLPDC website to review each criterion and thoroughly explain how your course embraces each criterion.
- 2). **Course Syllabus:** Send your proposed service learning course syllabus.
- 3). **Acknowledgement of Support:** The application must include a letter or notification of support from your Department Chair for your service learning course.
- 4) **Alternative Assignment** (if applicable)
- 5) **Optional interview**

The form to be submitted with the documents maybe found on the following website:<http://www.tlpd.ttu.edu/servicelearning/submitcoursenew.asp>

Reflection is a key component to service learning. Guide your students through the integration of academic knowledge with the service experience to enhance their learning.

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**Guest contributors:**

Dr. Elizabeth Trejos Castillo, Dr. Jacki Fitzpatrick

Call us at 742-0133

Find us online and see our full calendar of events at [www.tlpd.ttu.edu](http://www.tlpd.ttu.edu)

Visit us in the University Library, 1st floor, North wing