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Center for Excellence and Innovation in  
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## CEIT Happens, Issue 1

Center for Excellence and Innovation in Teaching

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# CEIT HAPPENS

The newsletter of the Center for Excellence and Innovation in Teaching



W e l c o m e

Welcome to the inaugural newsletter from the Center for Excellence and Innovation in Teaching. Its purpose is to let you know all that we're doing, provide resources on teaching strategies, and highlight examples of effective teaching around campus.

If you have any suggestions for what you'd like to see or content you'd like to share, please feel free to send it along.

Happy teaching!



## *In this issue*

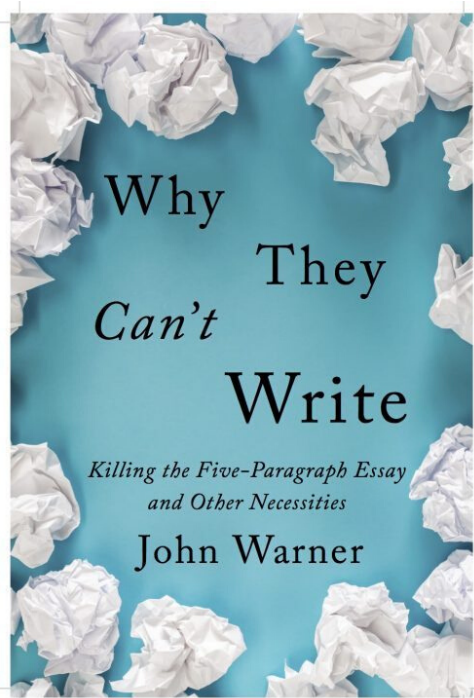
- Calendar of Events
- Peer Coaching
- Warner Reading Group
- Single-point Rubrics
- Wendy Bjerke and Sway
- Metacognition and CTL 125
- Fellows Update
- Quality Matters
- Student Course Surveys

# Peer Coaching

David Title and Kristin Rainville are co-facilitating the “Pioneers in Peer Coaching Project” in spring 2020.

The plan is to have faculty learn evidence-based instructional practices by working closely with a trusted colleague. The focus this semester is on full-time faculty who have been at the University for fewer than three years.

If you're interested in participating in a future cohort, let us know.



# Calendar of Events

## Chew on This!

### Promoting a Growth Mindset

Michael Carriger

Weds., Feb. 12th, 12:00-1:30pm

### Approaches to Blended Course Design

Wendy Bjerke

Weds., Feb. 26th, 11:00am-1:00pm

## Chew on This! Fake News:

### Evaluating Information Online

Ula Lechtenberg & Zach Claybaugh

Tues., March 10th, 12:00-1:30pm

### The Metacognitive Framework Explained

David Shaenfield

Thurs., March 19th, 12:00-1:30pm

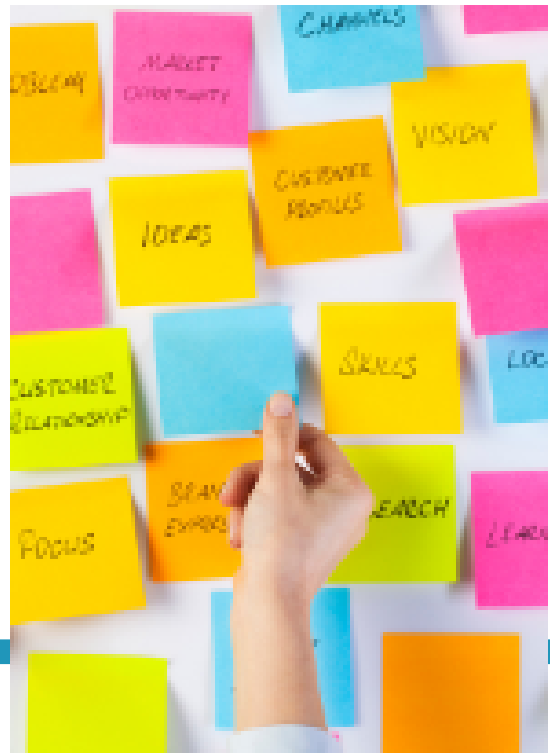
# Reading Group

Twenty-eight faculty are reading John Warner's [Why They Can't Write: Killing the Five-paragraph Essay and Other Necessities](#).

The book challenges many of the common practices in writing instruction and argues instead for creating assignments that are “writing-related experiences” that require students to reflect on the choices they make as writers.

# Teaching Tip

Instead of a standard rubric, use a “single-point rubric” to give feedback to your students. It lists the criteria for the assignment down a middle column, but leaves columns on either side empty for specific feedback. Read more about it and see an example at the [Cult of Pedagogy](#).



## *Faculty Focus*

# Wendy Bjerke, Exercise Science



Wendy Bjerke uses Sway in her courses and, as CEIT's Blended Learning Fellow for 2020, she will be using it to develop the blended learning module that will be available later this year.

Sway uses text, video, photos, and audio blocks to create a website that is perfect for content delivery and presentations.

The platform is available for free to you and your students, as part of the Microsoft 365/Office Suite, and Wendy is available for consultations, if you want to contact her about using Sway or creating or revising a blended course.

## *Join the Discussion*

Find us on CEIT's Yammer group. You can also reach us via [ceit@sacredheart.edu](mailto:ceit@sacredheart.edu) and the chat feature on the [CEIT webpage](#).

## Metacognition and (CTL 125) Critical Thinking

Metacognition simply means thinking about thinking. The metacognitive framework, which we use to guide the first part of the Critical Thinking course, has a three-step process designed to make thinking more precise. First, *planning* consists of what we should consider before we undertake a task. Second, *monitoring*, occurs as we engage in the task. Finally, *evaluation* occurs after the task is complete.

When we approach any task that requires thinking, we have the opportunity to consider a wide variety of metacognitive knowledge. First, we have knowledge about ourselves as thinkers (our abilities and dispositions). Second, we have knowledge of strategies (ways can we think about a task). Finally, we have knowledge about the task (what is required of me for this activity). When undertaking any thinking task, we start with this metacognitive knowledge and apply it, even if we aren't aware of it.

The Critical Thinking across the Curriculum program has created a series of [open-educational resources \(OER\)](#) for you to use in your courses. Watch out for the many critical thinking workshops or contact David Shaenfield, the director of the program, if you'd like to learn how to incorporate more critical thinking activities into your courses.



## **Critical Thinking**

Fourteen faculty members are working with David Shaenfield on projects related to the continuing implementation of the Critical Thinking across the Curriculum program. David will also be hosting a series of workshops for faculty interested in teaching the course or incorporating some its lessons and activities into their courses.

## **Writing**

Steven Michels and Jeff Naftzinger, a new faculty member in Languages and Literature, have been leading a group of nine faculty from across the University to develop Writing Matters, a plan for teaching writing at the University. The plan, which will be unveiled at the Spring Faculty Institute on April 13th, takes transparent assignment design and metacognition as its driving principles.

## **Open-educational Resources**

Zach Claybaugh, the OER and digital learning librarian, has been working on six separate projects with faculty creating OER for their courses. The project for Social Work, led by Suzanne Marmo, featured video production work by Ibraheem Adebajo, the (outstanding!) grad assistant we've been fortunate to have with us for the year.

## **Scholarship of Teaching and Learning**

Kristin Rainville has been facilitating a group of eight faculty who have turned their teaching into SoTL projects. You'll be seeing the results of their work at future workshops and institutes and in publication. If you too are interested in the scholarship of teaching and learning, let us know how we can support you.



## Quality Matters

Quality Matters “is a nationally-recognized, faculty-driven peer review process used to ensure the quality of online and blended course design.” The core of Quality Matters is a rubric you can use as a standard to ensure the quality of your online and blended courses. Quality Matters also allows auditors to assess and certify online and blended content to ensure the quality of your courses.

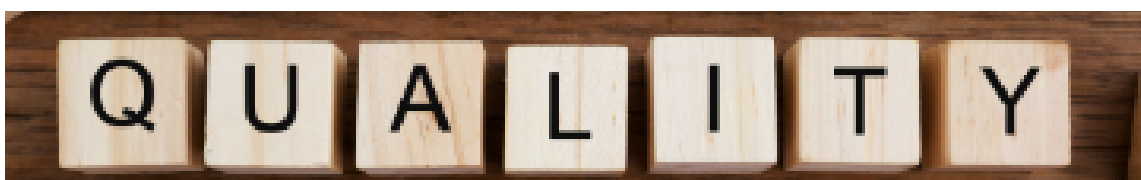
The rubric consists of eight general standards, with between four and nine individual review standards within each general standard, for a total of 42 individual review standards. Each individual review standard is scored from 1 to 3 points and 85% of the total points across the eight general standards must be obtained in order to be certified by Quality Matters.

Although we have not formally joined Quality Matters yet, we have applied the rubric to seven of the 11 courses in the Masters of Science in Strategic Human Resources Management program.

The eight general standards include:

1. Course Overview and Introduction
2. Learning Objectives (Competencies)
3. Assessment and Measurement
4. Instructional Materials
5. Learning Activities and Learner Identification
6. Course Technology
7. Learner Support
8. Accessibility and Usability

If you are interested in learning more about Quality Matters and the rubric, or would be interested in applying the rubric to your online or blended courses, contact [CEIT](#).



# *Student Course Survey Update*

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We are pleased to announce that the response rate for the new end-of-the semester student surveys from the fall 2019 semester were 61%. With 69%, Nursing had the highest response rate among the six Colleges.

Even though the University is considerably higher than the national average for digital surveys (50%), there is still room for improvement. Remember that giving students *time in class* to complete the survey is the factor that most determines whether they will do so.

We have also begun piloting mid-course surveys for students, which take place before the mid-semester exam period. The purpose of the surveys, which only instructors see, is to provide important information about the pace of the class, whether students are clear about expectations, and other information vital to the success of a course.

Institutions that use mid-semester surveys have an overall higher response rate, as students become used to working within a culture where their feedback can be put to immediate use. Mid-semester surveys have also been found to have had a positive impact on instructors' overall evaluations.



***Save the Date!***

**Spring Faculty Institute**

**Monday, April 13, 2020**



# Who We Are: The CEIT Council

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*The Center for Excellence and Innovation in Teaching (pronounced "seat") provides support and resources that enhance teaching and learning, by building on the experience and expertise of faculty and in a manner consistent with the University's strategic goals and attention to data-driven continuous improvement.*

## Leadership

(Chair) Steven Michels, Associate Provost  
Michael Carriger, Executive Director for Instructional Innovation

## Programs and Initiatives

Wendy Bjerke, Blended Learning Fellow (2020)  
Andrew Lazowski, Thomas More Honors Program  
Jeff Naftzinger, Writing across the Curriculum  
David Shaenfield, Critical Thinking across the Curriculum

## Academics for Creative Teaching (ACT) Committee

Hema Gopalakrishnan, CAS (2017-2020)  
Lola Halperin, CHP (2017-2020)  
Heather Ferrillo, CON (2017-2020)  
Enda McGovern, WCBT (2019-2021)  
Jacqueline Peccerillo, SVC (2019-2021)  
Kristin Rainville, FCE (2019-2021)

## Support Staff

Ibraheem Adebajo, CEIT Graduate Assistant  
Cedric Bleimling, IDEA Lab  
Zach Claybaugh, Library/Open-educational resources  
Barbara Gerwien, CEIT Program Coordinator  
Sean Heffron, Student success  
Ula Lechtenberg, Library/instructional design  
Karreem Mebane, Volunteer Programs and Service Learning  
Nicole Trudell, Academic Computing/Digital tools  
Robert Tullonge, Academic Computing  
Voytech Wloch, Office of Global Affairs

