



Please Post

The PDC in Brief



SUNY Fredonia Professional Development Center Newsletter

Teaching Tips:

Plagiarism

Prevention & Detection

- Specify exactly what constitutes plagiarism and what the consequences will be if they are caught.
- Explain plagiarism from the context of fair use, copyright and academic integrity. Students will understand why plagiarism is unacceptable in the University community if you use this approach.
- Change class assignments each year. Previous students will not be able to share or sell completed assignments to the next year's students if you change the assignment.
- Require students to create an annotated bibliography or turn in copies of sources used when writing the paper.
- Teach students to incorporate and attribute Web sites and online articles in their writing.
- Encourage students to follow a process for writing. Ask for a thesis statement, an outline, a first draft and grade and comment on each.
- Be open about the existence of term-paper mills. Let your students know that you know what is out there – and that most of it will not meet your criteria for a good paper.

Source: The University at Texas—Austin



March, 2009

<http://www.fredonia.edu/pdc/>

POGIL is coming to SUNY Fredonia!

Process Oriented Guided Inquiry Learning

Saturday, April 18th, 2009, 9:00 AM – 4:00 PM

Houghton Hall, Room 123

Organizers:

Tom Eberlein, Penn State Harrisburg

Kris Lantzky, St. John Fisher College

Cost: Free - including lunch and refreshments!

For more information and registration for this workshop, please visit:

http://new.pogil.org/events/SUNY_Fredonia.php



Recent developments in cognitive learning theory as well as results of classroom research suggest that most students experience improved learning when they are actively engaged and when they are given the opportunity to construct their own knowledge. These results counter the widespread misapprehension that effective teaching must be instructor-centered, involving the transfer of content directly from the expert (professor) to the novice (student). More "student-centered" approaches to learning are based on the premises that students will learn better when: they are actively engaged and thinking in class; they construct knowledge and draw conclusions by analyzing data and discussing ideas; they learn how to work together to understand concepts and solve problems; and the instructor serves as a facilitator to assist students in the learning process.

This workshop will include discussion of the principles and philosophy of Process Oriented Guided Inquiry Learning (POGIL), a student-centered method of instruction. Participants will experience the approach from a student's perspective and will be introduced to various instructional techniques that support a "student-centered" learning environment. To as great an extent as possible, the workshop will be tailored to the interests and needs of the attendees. Possible additional topics may include: discussion of specific materials and courses; overcoming barriers to implementation; training and supervision of teaching assistants, etc.

Instructors who use POGIL have found that a discovery-based team environment energizes students and provides instructors with instant and constant feedback about what their students understand and misunderstand. Students quickly pick up the message that logical thinking and teamwork are prized above simply getting "the correct answer." This emphasizes that learning is not a solitary task of memorizing information, but an interactive process of refining one's understanding and developing one's skills.

Check out the PDC Resources Page:

<http://www.fredonia.edu/PDC/resources/>



Aligning with Students' Learning Capabilities

by Richard Lyons (with AdjunctSuccess)

Nearly all colleges and universities have adopted a formal system of student evaluation of courses and instructors. For an adjunct professor, whose continued employment relies a great deal on the outcome of this less-than-perfect activity, the outcomes of this process can be quite daunting. Those who fear the comments of a few disgruntled students on the formal student evaluation could sabotage their continued teaching need not lower standards or coddle undeserving students to overcome this obstacle. We should however manage the process wisely and proactively. Gambling that students will forget, overlook, or not comment on a poorly-written exam question, or unpleasant classroom moment, is very risky

We strongly recommend that you make it a practice to solicit student feedback informally at key points during the term. Such a practice will not only provide some legitimate, useful information upon which you might consider making appropriate changes right away, but will also serve as a venting opportunity for students, thus reducing their need to "unload" on the end-of-the-term formal evaluation.

This point in the term is a key one at which some students are questioning whether they should stay for the remainder of the term or drop out, given their required workload, outside time demands, or anticipated grade. Therefore, use this milestone as a data-gathering opportunity -- it requires little class time, and can pay huge dividends. With 10 minutes or so left in your next class meeting, simply wind up your lesson, and then distribute blank 3 X 5" index cards to each student in the class. Ask them to leave their name off of the card. Then print three or four open-ended questions on the board, to which you ask students to respond anonymously. Those might include:

- What have you enjoyed most about the course up until now?
- What person have you enjoyed most getting to know?
- What issues about the course are you still somewhat unclear about?
- If it were in your power, what changes would you make in the course?

Place a cowboy hat or other unusual receptacle near the door for collection of the cards. When all students have completed the cards, gather them up and take them home for review. During that process, note issues that appear on more than one card. Minimize the temptation to try to discern the identity of a student who might have been especially harsh. At your next class meeting, constructively address what seem to be significant issues in a professional manner. While students are likely to remain quiet, most will note the extra effort that you are making. A few weeks prior to the administration of the final exam, conduct the procedure again with three new open-ended questions.

Generating feedback from students systematically helps reduce the adversarial paradigm that might have developed with some students. Gathering feedback also demonstrate that you value students' input into the course, increasing their sense of ownership in its outcomes. Lastly they provide you the best source of feedback upon which to base mid-course corrections that reduce the anxiety so often associated with the formal evaluation process.

Work/Life Balance Tip Exercise & You

- Men and women of all ages benefit from a moderate amount of daily physical activity. The same moderate amount of activity can be obtained in longer sessions of moderately intense activities (such as 30 minutes of brisk walking) as in shorter sessions of more strenuous activities (such as 15-20 minutes of jogging).
- Adults who maintain a regular routine of physical activity that is of longer duration or of greater intensity are likely to derive greater benefit. However, because risk of injury also increases with greater amounts of activity, care should be taken to avoid excessive amounts.
- Previously sedentary people who begin physical activity programs should start with short sessions (5-10 minutes) of physical activity and gradually build up to the desired level of activity.
- Adults with chronic health problems, such as heart disease, diabetes, or obesity, or who are at high risk for these conditions should first consult a physician before beginning a new program of physical activity.

Source: Physical Activity & Health: A Report of the Surgeon General <http://www.cdc.gov/nccdphp/sgr/sgr.htm>

PDC Staff

Director
"Beez" Lea Ann Schell, PhD
716-673-4864
Beez.schell@fredonia.edu

Instructional Designer
Lisa Melohusky, MS
716-673-3649
Lisa.melohusky@fredonia.edu
<http://www.fredonia.edu/pdc/>

Professional Staff Spotlight

This month:

Julie Bezek,

Counseling Center



Julie Bezek is the Coordinator of Substance Abuse and Violence Prevention at the Counseling Center. Julie came to Fredonia in January 2005 as the Coordinator of Campus Education Awareness Support, and Effect (CEASE). CEASE is the Violence Prevention - Victim Services program coordinated through the Counseling Center that works to prevent interpersonal violence (sexual assault, dating/domestic violence, stalking) on campus and provide advocacy services to students who are victims of interpersonal violence. The CEASE project coordinates campus policies and procedures regarding violence, collaborates with community agencies that provide services to victims of violence, provides campus education and training on violence, and provides advocacy services for survivors of violence

During the past year this position has grown to accommodate the needs of the campus to incorporate substance abuse prevention. She continues the work of the CEASE program, while advancing the well-being of students on the SUNY Fredonia campus in the areas of alcohol and other drug prevention services. Julie provides consultations to faculty and staff that are supporting students with substance abuse issues or students that have experienced interpersonal violence.

Julie is also the advisor for Students Teaching Equals Positive Sexuality (STEPS) and the co-chair of the SafeZone committee.

By: Jennifer Costa, PDC Associate for Professional Staff



Preserving Course Material from ANGEL

Archiving Your Courses

Tips and Links to help maintain your ANGEL courses

Creating a Backup for a current ANGEL course

A backup is a good idea before making major changes to a course or before deleting items. If the changes do not go the way you expect or you need to retrieve the deleted file this can be done using the backup. For directions go to <http://www.fredonia.edu/angel/Guides/BackingUpAngel.pdf>

Archiving an ANGEL course

By archiving an ANGEL course you maintain a copy of all transactions that happen in that course. www.fredonia.edu/angel/Guides/Maintenance_for_Courses.pdf

Backing up your ANGEL gradebook

It is recommended that you keep a current copy of your ANGEL gradebook on your computer. The process is simple and is outlined here: <http://www.fredonia.edu/angel/Guides/GradebookBackup.pdf>

Need More Help, Use FredQuest

FredQuest allows individuals to easily request assistance for all IT-related services and provides the ability to check the status of all requests at <https://fredquest.fredonia.edu/>

If you need more information on how to submit a ticket go to www.fredonia.edu/helpdesk/training/fredquest_directions.asp for a short tutorial.

At the end of each semester we finish grading papers, calculating grades, and bringing closure to each of our courses. One of the steps that should be added to this procedure each semester is archiving courses on ANGEL. By archiving a course you are saving all course material in one small file, readily accessible at a later date. The reasons for accessing this material varies but some of the most common reasons are managing grade challenges by students, completing incompletes, and retrieving course material that was lost from a personal computers. When a course is archived it contains all uploaded materials and links, student work, ANGEL mail, and the gradebook. These archives are excellent ways to maintain course records securely without requiring much space.

To archive your course:

1. Log into ANGEL
2. Open the course to be archived
3. Click on the Manage tab
4. In the Data Management nugget, click on Backup/Restore
5. Press the Backup Now button. This process creates a copy of your course on the ANGEL server. Wait until all four green checkmarks appear and then press OK.
6. Click the Download Backup button, choose to Save the file, then choose a location to save the file in.

If you ever need to access the information in this file, you will need to request that it be loaded into ANGEL. Unless this file is loaded into ANGEL you will not be able to read any of the information. During the semester you may want to Backup your course. By backing up your course it creates a duplicate copy on the ANGEL server that can be restored with the click of just one button. If you ever accidentally delete a file or remove a component from the gradebook this backup can be used to restore the course. To create the backup follow the directions through step 5. There is no need to download the backup, it can remain on the ANGEL server during the current semester.

Do you Jing?

Capture anything on your screen as an image or short movie.

Jing is a free program that allows you to capture images on your computer screen as either a still image or video. Still images can then have arrows, text, and highlighting added to help outline what is in the image. Creating a video is just as simple, and allows you to add your own audio. Jing works great for sharing snapshots, showing someone how to complete a task, or commenting verbally on student homework. The file size is small and there are various ways to share the finished product. You can create a link to your finished project which can then be posted on the web or emailed, or you can save the finished product to be embedded onto the web, into ANGEL, or placed into a drop box.



To download Jing, read more, or get help go to <http://www.jingproject.com/>

ANGEL Outage Planned

May 20 & 21, 2009

ANGEL will be unavailable for May 20 – 21, 2009. The exact times of the outage have not yet been arranged. This upgrade is required due to ANGEL Learning discontinuing support for ANGEL 7.2 on June 30, 2009.

While we are aware grades are due to the Registrar on May 20th, faculty will have the opportunity to download gradebooks and drop box items well in advance of this outage. If you need to give students extensions for coursework beyond the last day of final exams for Spring 2009 (May 15, 2009), please keep this outage in mind as you make these arrangements.

We will have an ANGEL 7.3 test platform available beginning in March for you to try out the new features. The most significant change to the software involves discussion boards. Watch for guides and workshops on these changes in ANGEL and the new features available in 7.3.

