

Spotlight on Teaching and Technology

Indiana University
Kokomo

Volume 6, Issue 1
Spring 2008

New Books for Professional Development

CENTER FOR
**TEACHING, LEARNING
AND ASSESSMENT**



Spring is here (finally)! Have you started thinking about some books you would like to get a chance to read over the summer? This year, CTLA has added a selection of new books to the faculty professional development collection housed at the IU Kokomo library. Here's a list of some new additions with their call numbers.

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Jerome Branche, John Mullennix, & Ellen R. Cohn (Eds) (2007)
Diversity Across the Curriculum: A Guide for Faculty in Higher Education
Anker LC3727 .D538 2007

Marilee J. Bresciani (Ed.) (2007)
Assessing Student Learning in General Education: Good Practice Case Studies
Anker LC985 .A88 2007

Randy Garrison & Norman D. Vaughan (2008)
Blended Learning in Higher Education: Framework, Principles, and Guidelines
Jossey-Bass LB2395.7 .G365 2008

Richard J. Mezeske & Barbara A. Mezeske (Eds) (2007)
Beyond Tests & Quizzes: Creative Assessments in the College Classroom
Jossey-Bass LB2368 .B49 2007

Linda B. Nilson (2007)
The Graphic Syllabus and the Outcomes Map: Communicating Your Course
Jossey-Bass LB2361 .N55 2007

Peter Seldin & Associates (2006)
Evaluating Faculty Performance: A Practical Guide to Assessing Teaching, Research, and Service
Anker LB2333 .S438 2006

Catherine M. Wehlburg (2006)
Meaningful Course Revision: Enhancing Academic Engagement Using Student Learning Data
Anker LB2822.75 .W44 2006

Richard E. Lyons (Ed.) (2007)
Best Practices for Supporting Adjunct Faculty
Anker LB1778.2 .B475 2007





Tech Tips

Chérie Dodd



This tip is for faculty who have used Original Oncourse to create courses.



Original Oncourse

DEADLINE: JULY 31

This summer the <https://original-oncourse.iu.edu> URL will be retired.

Do you have course content you wish to keep?

If you have course content you wish to keep you will need to export it from Original Oncourse and import it into a practice site in Oncourse CL.

In Oncourse CL, how can I request a practice course site?

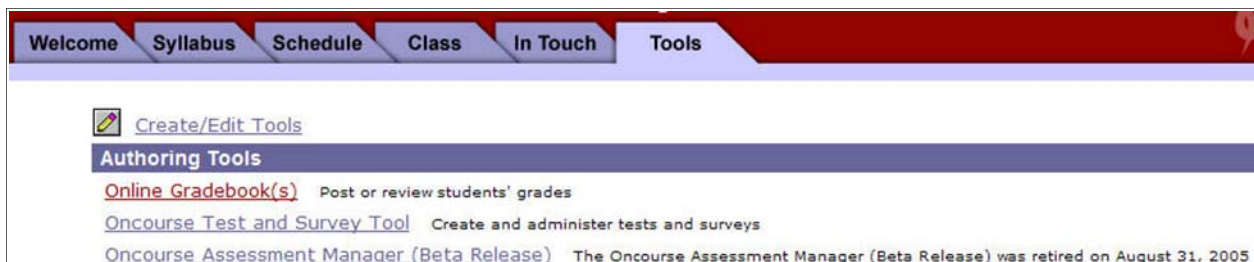
Practice [course sites](#) are available to Indiana University instructors and staff members who want to store course materials from Original Oncourse course sites. To request a practice course site, submit the request form at <https://oncourse.iu.edu/siterequest/>

How do I export content from original Oncourse, and import it into Oncourse CL?

For instructions on exporting and importing content please go to <http://kb.iu.edu/data/arih.html>

How do I Export grades from Original Oncourse before courses are retired?

1. Login to your course and select the "TOOLS" tab.
2. Select "Online Gradebook(s)".



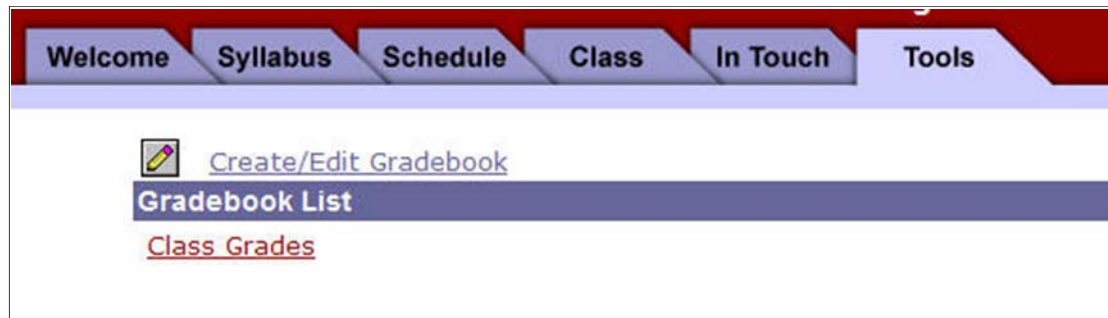


Tech Tips

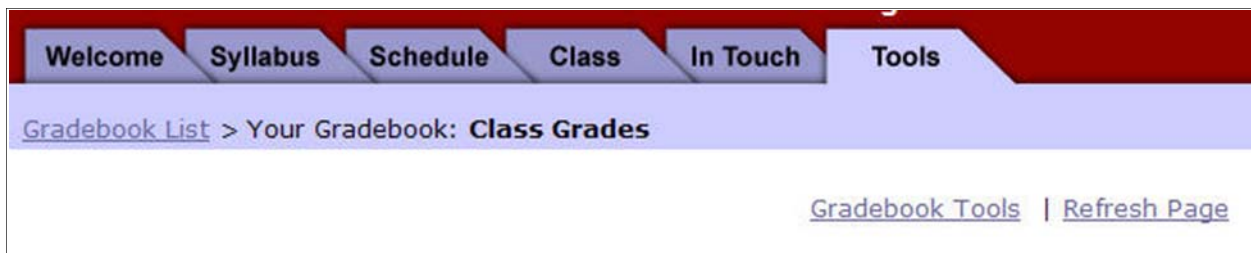
Chérie Dodd



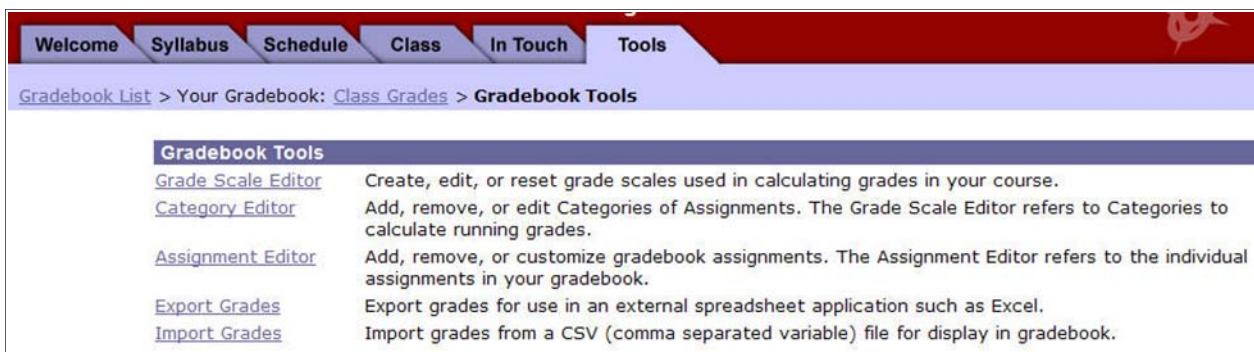
3. The gradebook list is displayed. Select the gradebook you wish to export e.g. Class Grades.



4. Select "Gradebook Tools"



5. Select "Export Grades"



Your grades will be exported for use in an external spreadsheet such as Excel.

If you have any questions or require assistance, please email us at ctla@iuk.edu

What Type of Tests Do You Give?

by Joe Ben Hoyle

This essay is one of a series of essays on teaching in college by Joe Ben Hoyle, the David Meade White Distinguished Teaching Fellow at the University of Richmond. The essay is reprinted by permission of the author. Other essays about teaching by Joe Hoyle can found at <http://oncampus.richmond.edu/~jhoyle/> Copyright 2006

"Memorization is what we resort to when what we are learning makes no sense." Anonymous

Ask professors whether they are attempting to teach memorization or understanding and they will be insulted. No faculty member is going to admit stressing pure memorization. Learning the state capitals in the fourth grade requires rote memory but, in college, the education process should have evolved beyond that type of knowledge. Nevertheless, my experience has been that, even in college, students seem well schooled in the art of memorization. In class, if I happen to make a statement like, "Here are four things....," the pencils start flying as students begin to make a list. Sometimes mnemonic devices appear to be the highest form of learning. Is that what is meant by an education?

I am convinced that student effort is overly influenced by testing and grading procedures. For example, if students believe that their examinations will only require them to identify trees based on leaf shapes, then they see no

purpose in learning about the bark or the root system. That would be wasted effort. Testing and grading influence every aspect of the students' approach to a class. Denying that is, I believe, naïve.

To limit possible emphasis on memorization, simply give only open book (or open notes) tests and inform the students well in advance that this is the type of exams they will face. Do that and you send a clear message: "I am not asking questions just to check whether you have memorized the contents of the textbook; the tests will measure your ability to understand and work with the material." As soon as this declaration is made, student attitudes will change; they must focus on comprehension. If books or notes are available, any perceived benefit from cramming the night before the test soon disappears.



Just as important, open-book/notes tests provide an excellent challenge for teachers. Faculty members are forced to think

seriously about what is important in the course and how that knowledge can be evaluated. Closed-book tests are easy to write, "Tell me everything you know about Rule 48." How is that different from asking what the capital of Maine is? Many students do not like open-book/notes tests for that reason. They recognize that the depth and complexity of the questions will be significantly greater.

If students are allowed to use their book/notes, the teacher must ask questions that go beyond memorization: "Rule 48 is in the book. Give an example to illustrate how Rule 48 combines the logic of all previous rules while making slight changes in theory." The student is required to understand the new rule as well as the evolution that led to the rule.

I admit that this advice is tough to accept. It took me more than 30 years before I tried it. Writing questions is scary; grading can be a real challenge. But after students have been yanked from the security of memorization, they are faced with having to understand the meaning, purpose, and nature of the material. Merely as a result of using open-book/notes tests, the quality of daily class preparation and discussion can rise significantly.

Reference:

<http://oncampus.richmond.edu/~jhoyle/documents/Book-Teaching-X.doc.pdf>

