It will come as news to no one that Otterbein is changing in many ways. Yet the questions that led to the founding of the Center for Teaching and Learning in 2002 remain constant: How do we teach well? How do our students learn best? How do we continue to develop as educators? Then again, those generative questions, themselves, defy easy answers and challenge us all as educators to remain vital, to engage in inquiry, and to grow. In other words, to be open to change.

To their great credit, Otterbein faculty members have continued to engage intensively in their ongoing development as teachers—even amidst significant curricular and institutional changes and challenges.

This first CTL newsletter highlights just a small fraction of the kind of good work that many colleagues have participated in during fall quarter—or will participate in during interterm, winter, and spring. The CTL, too, continues to change and unfold. This year, we are able to celebrate the first two faculty members, Beth Daugherty and Sheri Birmingham, to hold the position of Faculty Associate. Among other things, Beth and Sheri are working closely with the CTL to respond to faculty requests for professional development related to ePortfolios.

We encourage you to participate in upcoming opportunities for professional development this year, and, as always, we welcome your suggestions for future directions and offerings.

Best Wishes,
Interterm: Two Day Workshop
ePortfolios: Up Close and Personal
Sponsored by the McGregor Fund and CTL Faculty Associates

Day One:
Monday, December 6
8:30 am—4:30 pm
Towers Hall 110
- Hear student and faculty responses to fall ePortfolio pilot program
- Adapt your own assignments and projects for ePortfolios
  - bring a syllabus and project assignment to work with

Day Two:
Tuesday, December 7
8:30 am—4:30 pm
Library 124– Labs 200, 201
- Create reflection prompts to get at the big picture
- Build your own professional ePortfolio
  - bring flash drive files to work with
Lunch will be available both days for registered participants

Interterm workshop registration will close on November 17—
for Team-Based Learning 101 and 201 and ePortfolios: Up Close and Personal

Links are posted on the Faculty Ozone tab, and the CTL website

Team-Based Learning
September Teaching Workshop
Team-Based Learning: Group Work that Works, Dr. Michael Sweet, Univ. of Texas

“I thought the workshop was very well done and am excited to take part in the one in December after I have had some experience with this pedagogy in the classroom. I have tried some individual and group readiness assessment tests, (iRATs and tRATs) so far and am trying to think about how to build more application based assignments. I have used "case studies" in the past but need to work to transform these into application assignments.

It seems to me there are two challenges with using this pedagogy: 1) getting over the idea that students only learn what comes out of our mouths... I know we say that this is how students respond to us, but if we transform the way we deliver material, will we "coach" them to be more responsible learners??? and 2) transforming my old "group" assignments that were very well suited to "divide and conquer" into something that is truly collaborative in nature.

I look forward to hearing from others any tips on creating assignments within this pedagogy.”

Shelley Payne, MS, PT, ATC
Visiting Professor, Allied Health
Dept. of Health and Sport Sciences

TBL Resources
Team-Based Learning Collaboration
Institutional membership
http://tblc.roundtablelive.org/

Team-Based Learning LibGuide:
http://otterbein.libguides.com/content.php?
pid=154076&sid=1306247

[Created by Judy Carey Nevin,
Reference Services Coordinator, Library]
practical structures that support our programs – FYE, IS, SYE, and the Five Cardinal Experiences – but that also reflect who we are, especially our commitment to teaching, to student learning, to students.

The Center for Teaching and Learning (CTL) has done and continues to do a wonderful job of supporting faculty by creating opportunities for us to improve our teaching skills. Now, in this time of change at Otterbein, the CTL office has been granted the opportunity to include Faculty Associates. I am happy to be involved in this new position, as I see it as one that will promote even better cross-disciplinary discussion and collaboration between the departments, as well as with the CTL.

Dr. Sheri Birmingham, Department of Equine Science

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Dr. Sheri Birmingham, Department of Equine Science

Our first task as Faculty Associates has been to aid in the integration of ePortfolios in the I.S. curriculum, starting with the First-Year Seminar in 2011-12. This request will allow us to encourage awareness of issues that affect faculty during this integration period and help the CTL to develop targeted support workshops and classes. Through this collaboration, I believe the addition of ePortfolios to our university will be much smoother and more inclusive; and because of this, I am excited to be a part of it.
**CTL Book Discussion Groups**

**Winter book groups:**
Consider joining a book discussion group with colleagues. Participants meet four times during the term to discuss chosen portions of the book and applications to teaching. In exchange for active engagement in the group, the CTL will provide free copies of the book for the first 10 participants who register for each title. Winter and spring quarter book discussion groups will include:

- **Student portfolios (winter quarter)**
- **Hybrid and Online teaching and learning group**

**Fall Quarter Book Discussion Groups:**
During fall quarter four groups of faculty and administrators discussed the book, *Team-Based Learning*, edited by Larry Michaelsen, Arletta Knight Bauman, and L. Dee Fink, Stylus, 2004

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**Individual Consultations: Midterm Assessment of Teaching**

As you finalize your syllabi for winter, it’s not too early to consider scheduling a midterm assessment of teaching. Many faculty members have found this confidential service helpful. Here's how it works:

1) Request that the CTL conduct a midterm assessment of teaching during weeks 4-6 of the quarter and include the date in your syllabus.

2) During a 30-minute segment of a class session, a consultant interviews focus groups of students (in the faculty member’s absence to provide anonymity for students).

Students indicate what is helping them learn in the course, what is hindering their learning, and what suggestions they have for themselves as well as for the instructor.

3) Finally, the consultant meets with the instructor to discuss the students’ anonymous feedback and to provide a sounding board or guidance as the faculty member considers next steps.

Such feedback can be valuable in adjusting a course midstream and in signaling to students that their voices matter. It can also provide valuable evidence for one’s portfolio. And generally the feedback faculty members receive is much more constructive than that which comes in final course evaluations.

For more about individual teaching consultations

To schedule a Midterm Assessment of Teaching, contact Leslie,
[Leslie.Ortquist-Ahrens@otterbein.edu](mailto:Leslie.Ortquist-Ahrens@otterbein.edu)

Appointment times are limited, and are on first-come, first-served basis.

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Leslie Ortquist-Ahrens, Director
Peggy McMains, Program Assistant

[http://www.otterbein.edu/CTL/](http://www.otterbein.edu/CTL/)

Check here for current Teaching Conferences and Call for Proposals