

# CVM Teaching Academy Summer "Book" Club



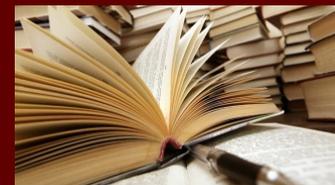
## Summer 2014

For the past four years, we have had a successful summer program, which has provided a great opportunity for Teaching Academy members to get together and discuss educational topics in a comfortable setting.

The CVM Teaching Academy Summer "Book" Club continued this year with the activity to read articles from the *Teaching Professor* Newsletter archived articles (May 2014 to December 2012). Each week 2 articles were selected from the 2 newsletter issues assigned by that week's discussion facilitator. The 1<sup>st</sup> article was designed to be the primary discussion and then a 2<sup>nd</sup> article was provided to stimulate further discussion. Group leaders also had the option of selecting supplement articles from the primary literature or book chapters that went along with their article.

### Schedule of Articles:

Date	Leader	Article
9-May	Steve Lampa & Rachel Halsey	Organizational Meeting
20-May	Steve Lampa	<b>May 2014 issue:</b> Primary Article: "Cumulative Tests and Finals" by Maryellen Weimer, Ph.D. Secondary Article "Ah-ha Moments—When Cooperative Learning in the Classroom Works" by Sophie Lampard Dennis
22-May	Steve Lampa	
27-May	John Nilson	<b>Jan/Feb 2014 issues:</b> Primary Article: "Putting PowerPoint in Its Place" by Rebecca M. Giles, Leah H. Kinniburgh Secondary Article "What Fitness Bands Can Teach Us about Classroom Assessment" by Karen S. Buchanan Dennis



## The Teaching Professor Newsletter

An acclaimed newsletter devoted to the art & science of better teaching. It is a source of cutting-edge information – and inspiration. The newsletter provides ideas and insights to educators who are passionate about teaching.

*Information & data compiled by Dr. Rachel Halsey, DVM*

29-May	Becky Dueben	<b>Jan/Feb 2014 issues:</b> Primary Article: "Cooperative Learning Structures and Deep Learning " by Maryellen Weimer, Ph.D. Secondary Article "Getting Students to Do the Reading" by Maryellen Weimer, Ph.D.
3-Jun	Allison James	<b>December 2013 issue:</b> Primary Article: "Teacher Questions: An Alternative?" by Larry Spence Secondary Article "Why Students Should Be Taking Notes" by Maryellen Weimer, Ph.D.
5-Jun	Bert Tanner	<b>November 2013 issue:</b> Primary Article: "Teaching Goal-Writing to All Students " by Christine O'Keefe Secondary Article "Whose Classroom Is It Anyway?" by Candice Dowd Barnes, Ph.D. , Patricia Kohler-Evans, Ph.D.
7-Jun	Danielle Nelson	<b>May/June 2013 issues:</b> Primary Article: "Texting: Extent, Attitudes, Other Interesting Information " by Maryellen Weimer, Ph.D. Secondary Article "Does Use of Course Materials Placed Online Improve Performance?" by Maryellen Weimer, Ph.D.
12-Jun	Elyse Donaubauer	<b>May/June 2013 issues:</b> Primary Article: "Don't Assume Difficult Question Automatically Lead to Higher-Order Thinking " by Maryellen Weimer, Ph.D. Secondary Article "Observations about Questioning" by Maryellen Weimer, Ph.D.
17-Jun	Tandi Ngwenyamn	<b>May/June 2013 issues:</b> Primary Article: "Texting: Extent, Attitudes, Other Interesting Information " by Maryellen Weimer, Ph.D. Secondary Article "Does Use of Course Materials Placed Online Improve Performance?" by Maryellen Weimer, Ph.D.
19-Jun	Kay Brothers	<b>May/June 2013 issues:</b> Primary Article: "Don't Assume Difficult Question Automatically Lead to Higher-Order Thinking " by Maryellen Weimer, Ph.D. Secondary Article "Observations about Questioning" by Maryellen Weimer, Ph.D.
24-Jun	Jason Watts	<b>April 2013 issue:</b> Primary Article: "Less Teaching and More Learning?" by Maryellen Weimer, Ph.D. Secondary Article "Assessing Team Members" by Maryellen Weimer, Ph.D.
26-Jun	Levi O'Loughlin	<b>March 2013 issue:</b> Primary Article: "Can You Write Your Way to Better Teaching?" by Maryellen Weimer, Ph.D. Secondary Article "The Art of Asking Question" by Maryellen Weimer, Ph.D.
8-Jul	Jennifer Watts	<b>Feb 2013 issue:</b> Primary Article: "The Writing Process" by Paul T. Corrigan Secondary Article "A New Way to Assess Student Learning" by Deborah Bracker

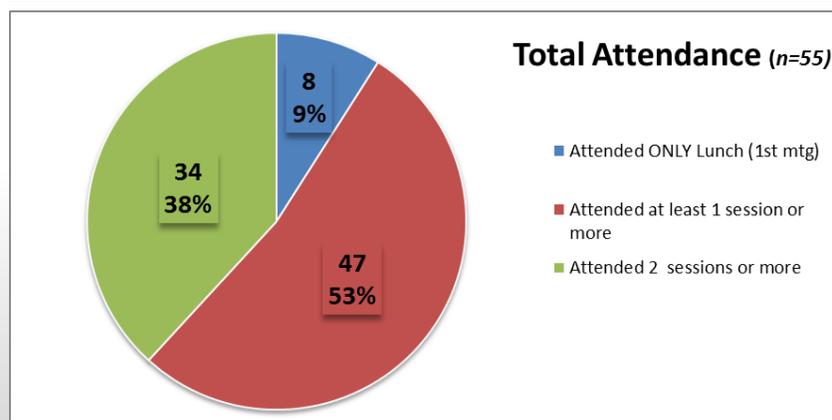
10-Jul	Briana Morrison	<b>Jan/Feb 2013 issues:</b> Primary Article: "Does It Matter How Students Feel about a Course?" by Maryellen Weimer, Ph.D. Secondary Article "Test-Item Order: Does It Matter?" by Maryellen Weimer, Ph.D.
15-Jul	Leticia Fanucchi	<b>Nov/Dec 2012 issues:</b> Primary Article: "Teaching Metacognition Implicitly" by Maryellen Weimer, Ph.D. Secondary Article "A Quiz Design that Motivates Students" by Maryellen Weimer, Ph.D.
17-Jul	Pamela Lee	<b>Nov/Dec 2012 issues:</b> Primary Article: "When More than One Teacher Teaches the Course" by Maryellen Weimer, Ph.D. Secondary Article "Quick Feedback, Engaged Students" by Kevin Brown
22-Jul	Sam Gizerian	<b>August/October 2012 issues:</b> Primary Article: "Multitasking and Learning " by Maryellen Weimer, Ph.D. Optional Reading: "The Pen Is Mightier Than the Keyboard: Advantages of Longhand Over Laptop Note Taking" from the April 23, 2014 issue of Psychological Science.  Secondary Article "Students and Reading: An Impressive Analysis" by Maryellen Weimer, Ph.D. Optional Reading: "Is Rereading the Material a Good Study Strategy?" from the Teaching Professor blog, May 2014.
24-Jul	Jane Wardrop	<b>August/October 2012 issues:</b> Primary Article: "Avoiding information overload: Remembering Course Goals" by John A. Dern Secondary Article "Energize your classroom with humor" by Alicja Rieger, Ph.D.

*17 facilitators covering 35 articles over a 9 week period this summer. Of the total number of facilitators there were 7 that were brand new to the program this year.*

## Attendance:

There were 55 people in total that attended at least one program this summer - 25.5% increase from last summer. 19 out of the 55 (34.5%) were new faculty, graduate, or staff members that had never participated before - 13 of the 19 only attended 1 session.

	2013	2014
Attended ONLY the Organization Meeting	3	8
Attended at least 1 session or more	38	47
Attended 2 sessions or more	32	34

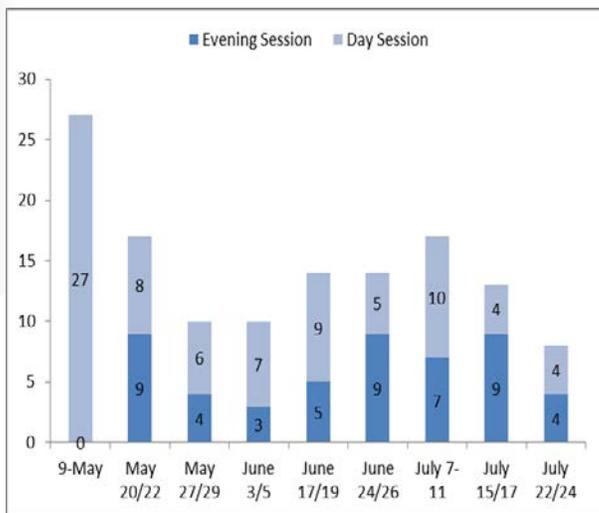
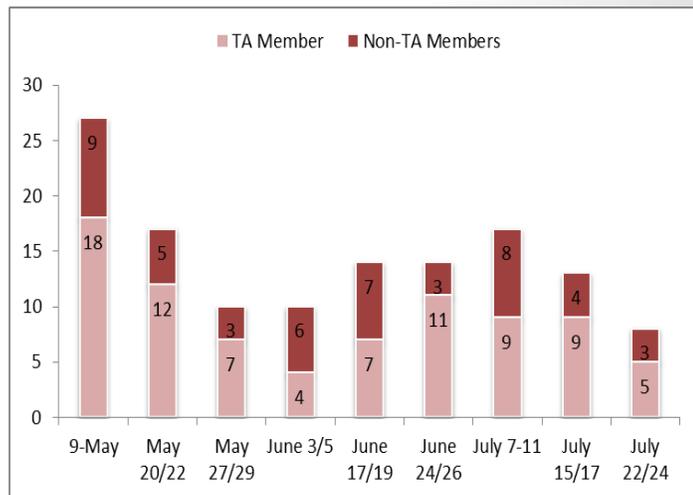
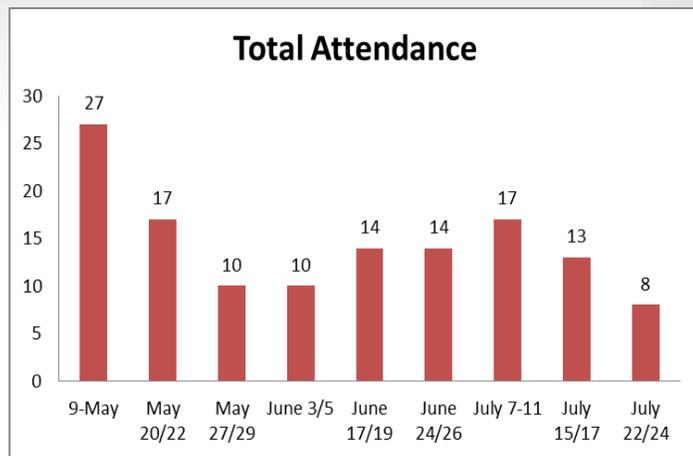


## Average Attendance:

Total Ave. Attendance	TA Member	Non-TA Members
14	9	5

*\*In 2013: Average total attendance was 20 (43% decrease); Average TA Member attendance was 14 (55% decrease); Average Non-TA members attendance was 6 (20% decrease).*

Total Ave. Attendance	Evening Session	Day Session
14	6	9



## Survey Results:

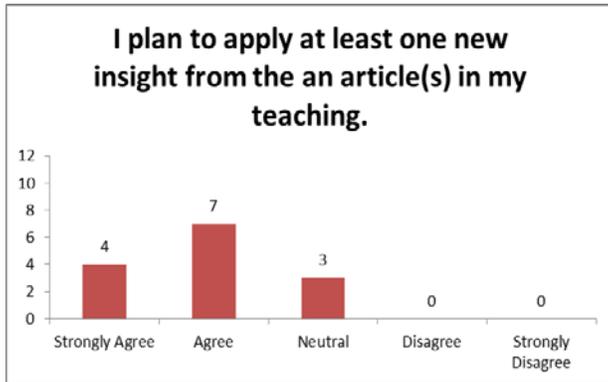
The online survey was taken by **17 people**. (36.2% of the participants that attended at least 1 session or more took the survey)

Attended which Session regularly:

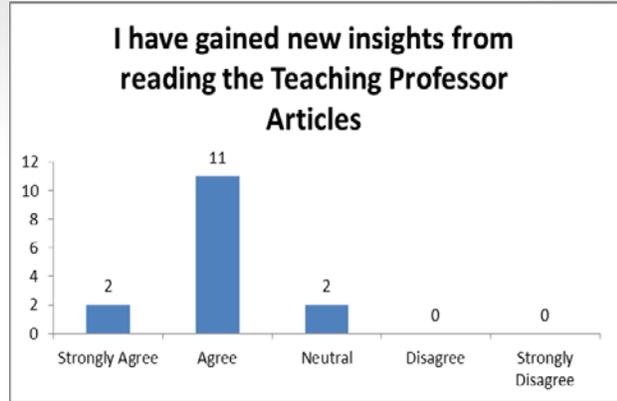
On-Campus, Day Session	6
Off-Campus, Evening Session	3
Both	3

**Please Rate Your 2014 CVM Summer "Book" Club Experience:**

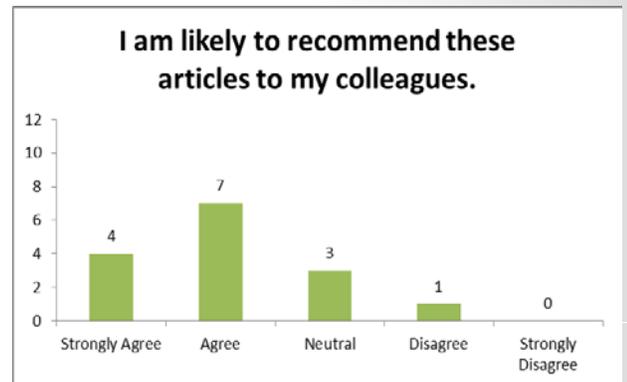
- 86.7% of the survey participants agreed to strongly agreed that they had gained new insights from reading the Teaching professor articles.



- 73.3% of the survey participants agreed to strongly agreed that they would likely recommend these articles to their colleagues.



- 78.6% of the survey participants agreed to strongly agreed that they plan to apply at least one new insight from the article (s) in their teaching.

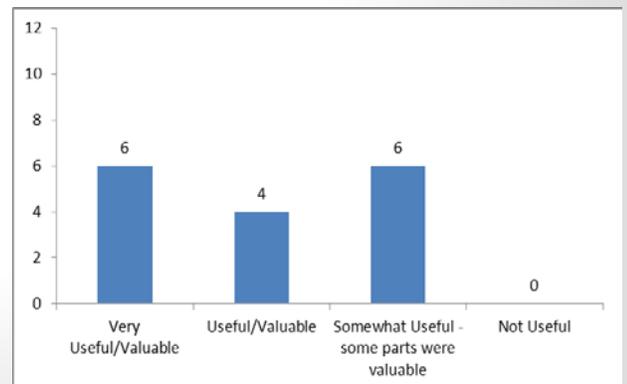


**Comments:**

- I liked using a summary article to review the scholarly work. I could choose the depth I wanted, but the up-front investment of time was low.
- I like the summary nature of the articles
- I enjoyed reading the primary articles more than those in the Teaching Professor.
- I could not attend a single session this summer, bummer...
- Not currently teaching any courses
- I attended only one session as I was mostly out of the country for the summer, but I felt the discussion was very useful.

**How would you best describe this summer's Teaching Professor format/strategy as a resource or template to encourage discussions?**

- 62.5% of the survey participants found this summer's format/strategy as a resources to encourage discussion useful/valuable to very useful.



### ***Comments:***

- It seemed like most could understand the article given the context of the Teaching Prof, then move to discussion.
- I guess it should be implicitly said to maybe provide more background. The suggestion to provide secondary article links was made and I like that idea.
- The shortness and summary nature was much appreciated. Topics were mostly good, although sometimes I wasn't sure why a particular article had been chosen.
- Using the Teaching Professor articles made it easy for people to select articles of interest that emphasized practical applications rather than more theoretical articles that might be too long or too full of jargon.
- I liked hearing the others examples from different teaching situations (lab vs. lecture)
- I could not attend a single session this summer, bummer...
- The Teaching Professor articles were more of a starting point for discussion, but did not have the depth that could easily lead to meaningful discussion.
- Short reading, straight to the point, this was a very effective format.

### ***Which articles &/or discussions did you find most useful?***

- Discussions on metacognition
- Metacognition (Tuesday 7/15)
- Fitness Bands and The Pen Mightier than the Keyboard
- Both Articles on June 19th, Less teaching more learning June 24th, and the Metacognition discussion on July 15th
- Not sure that any one stood out significantly.
- "Why students should be taking notes
- the one on multi-tasking"
- I liked Cumulative Tests and Finals. It was interesting to hear about the different strategies utilized.
- "Don't Assume Difficult Question Automatically Lead to Higher-Order Thinking"

### ***What were the strengths of this 2014 summer "book" club?***

- Easy to read, easy to keep up with, strong discussions

- "Casual, "no pressure" feel; Diversity of participants aided discussion; Vested interest of all; I attended both Tuesday evening and Thursday afternoon sessions. In both cases, the settings (Banyans and coffee shop) provided a great setting for the discussion, each with strengths and challenges; Diversity of background, so every group seemed to have both knowledgeable veterans as well as novices, offering something for everyone at every level"
- Articles plus camaraderie
- Chance to meet other faculty and discuss educational ideas in informal setting.
- I think one of the strengths was to narrow the 'search' for an article by identifying the source and even the issues. Another strength was the option to meet in the day or evening.
- Good article length. The topics were concise and thought provoking.
- "As always good people and great discussions. It's a lovely way to learn with good colleagues.
- The short TP format allowed us to read our "assignments" the day of or the day before."
- The number of new people participating, and the use of the Teaching Professor as a resource
- That the articles did not require previous participation/attendance to participate in the weekly discussion.
- Variety in the articles offered. Also having two articles, because it helped the discussion move along.
- The articles were quick reads, and thus did not add a huge burden.
- Simple and objective

***What were some things that you would like to change regarding the summer "book" club?***

- More links to primary literature
- I liked this format and structure; no changes recommended
- It was difficult for me to participate due to many technical issues with the article site.
- Keep them going into the fall
- I'm not certain how many people attended both sessions, but it would have made it easier to have only 2 articles to review and then one could go to either session--

rather than having to plan for one and then missing it and then having to check about other articles to read and then not going to the day session because they were more and different articles to read. It is tough enough to even make a session, let alone balance which one to go and which articles to read.

- Maybe have discussant say why they chose articles they did and some people said not sure why they chose article.
- I wish more people would participate. I only attended one session, most of this was due to travel which occurred fairly regularly at the end of the week.
- Maybe have more directed brainstorming sessions. Take a few minutes for people to come up with ideas on how they will apply this knowledge to their courses.
- "More overlap with the other group so that we might discuss some of the same articles. I wish there had been better attendance in the PM sessions. It dropped way off this year, including the loss of a number of the regulars.
- I think we might work harder to have at least the group leader access and read the primary paper on which the TP article was based. When that happened, it made a difference. Kudos to Steve L for that!"
- nothing.
- I preferred last years' approach with a book that provided more depth, even if I was not always able to do all the reading.

***Would you be interested in participating in another summer book club in 2015? Any suggestions for next year's book or journal club?***

- Yes, let's do a book
- "Yes!"
- I'm reading Ken Bain's *What the best college students do* and think there's something there for many.
- I've also heard good things about *Make it Stick!* from Brown et al. and think it also offers a good general book format.
- The Teaching Professor structure was great and we could certainly do that again
- Yes and I'm good with the Teaching Professor
- Yes. It was useful to have articles, or independent sessions, rather than a book to try and keep up with.
- Yes, I would be up for anything. The nice thing about teaching professor articles it set up discussion nicely.

- I would participate again and would likely be able to make an evening session if we consolidate to just one session and it is in the evening. Has a lunch session been considered instead of mid afternoon session? Not sure if more would be able to attend or not.
- Yes.
- Yes, maybe "Make it stick: the science of successful learning." by Peter Brown, but some folks need to read it first to see if it meets TA goals. I wonder also if the book concept is more than some folks want. It does reflect a commitment of sorts.
- Yes. Unless someone comes up with a particularly good book idea, the Teaching Professor approach could very easily be used again.
- Maybe.
- Yes. Nope.
- yes
- I would be interested in a book club next year. Here are some book suggestions: McKeachie's Teaching Tips (maybe not all chapters), How People Learn (National Research Council), or Scientific Teaching.
- Yes
- "Yes.
- I am not so excited about the evening session. I would prefer day sessions and maybe have 1 meeting/week."