



# THE BEACON



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## HPERS 2010 QUESTIONS and ANSWERS

by Mary Blackinton, Ed.D. and Kathleen Hagen

Faculty who came to NSU after January 2008 will not have had an opportunity to attend an earlier HPERS and may have many questions about it. Here is most of what you need to know, plus instructions on where to go for the rest.

**What is HPERS?** HPERS (pronounced H – purrz) stands for Health Professions Educational Research Symposium. It is a conference devoted to educational research in the health professions. The first two meetings drew faculty from across the US and Canada. For our third conference, we are expanding the scope of attendees to include faculty teaching other professional programs, such as law, psychology, education, and business.

**When will the conference take place?** HPERS 2010 will be held January 16 from 8:30 a.m. to 4:30 p.m.

**What is the theme for this year's conference?** The theme of this year's conference is *Enhancing Learning with Educational Technology: Moving Beyond PowerPoint*.

**What type of programming will HPERS include?** HPERS will include a combination of learning opportunities, including nationally known keynote speakers, research platforms, poster presentations, and workshops. There will also be time for socialization with other faculty to exchange ideas and information.

**Who are the keynote speakers?** HPERS is proud to announce its keynote speakers, Dr. Derek Bruff and Jim Vanides. Dr. Bruff recently published *Teaching with Classroom Response Systems: Creating Active Learning Environments* and blogs about classroom response systems. Jim Vanides is a member of the HP Global Social Investment team, responsible for worldwide education philanthropy strategy. He is also the Senior Program Manager for education technology grants for school systems and higher education institutions in the US. He is the author of the blog, "Teaching, Learning, and Technology in Higher Education."

**How can I get involved?** Visit the HPERS website at [www.nova.edu/hpers](http://www.nova.edu/hpers) to read more about conference programming. We encourage all faculty to attend or present.

*If you wish to attend*, complete the registration form at <https://www.nova.edu/webforms/hpers/>. The cost of the conference is \$125 for NSU faculty, \$50 for students, and \$135 for non-NSU faculty. The registration fee covers all conference materials and continental breakfast, lunch, and snacks on Saturday.

*If you wish to present*, the deadline for abstract submission is October 16. The abstract may be submitted online at <http://pharmapps.nova.edu/HPERS/index.cfm>. All abstracts will undergo a peer-review process of three reviewers, and notices of acceptance will be e-mailed by December 1.

**Where can I go for more information?** E-mail questions to [hpers@nova.edu](mailto:hpers@nova.edu) or call Dr. Mary Blackinton at (954) 262-1278.



## Mark Your Calendar

Faculty Development  
Lunch Meeting  
With the HPD Library

October 13, 2009  
Chancellor's Dining Room  
12:00—1:00 p.m.

RSVP to Kathleen Hagen  
extension 21235 or [khagen@nova.edu](mailto:khagen@nova.edu)

# WRITING WORKSHOP HIGHLIGHTS

By Kathleen Hagen

On September 15 Dr. David Lipscomb of RedPen21 gave a full day workshop on creating better handouts and PowerPoint presentations. Below are some of the highlights.

## HELPING TODAY'S READERS

Before the dawn of the World Wide Web, people read differently. As little as 25 years ago most reading was done on paper, and people read in a linear fashion; left to right, top to bottom (for those using the Latin alphabet). Nowadays, we, and our students, are bombarded with a staggering volume of printed or digitized material, and the majority of our reading is done on screens. Reading for informational purposes is more like playing "Where's Waldo?;" hunting for the information you want while a wealth of other information is clamoring for your attention.

Recent studies using eye tracking equipment show that most people read in an F pattern. (You can read more about the studies at [www.useit.com](http://www.useit.com).) Lots of attention to the header, lots of attention to the first couple of words along the left side of the page, a fair amount of attention to any bolded or highlighted information in the upper center part of the page (if it seems like it might be the information for which the person is searching).

Knowing that, how can we write and arrange our handouts so that our students are more likely to read them? Use visual cues to guide your students to important information. Surround important concepts with white space to set them apart from more detailed text. Use bolding sparingly—too much will defeat its effectiveness. Create multiple entry points for your students; make it easy for them to find the information they need. Layer information: most important, medium importance, details. Make the first two or three words in a header the most informative. Show your students how information can be chunked.

## A STRUCTURE FOR WRITING

### Think

Think before you write. Consider the effect you want your writing to have on your students. After they've read your work, what do you want them to do, think, or feel? While they're reading your work, what questions will they have?

### Write

When you write, banish your inner editor. Editing gets in the way of creating. Give yourself time to edit later, so you can afford to be fully creative at this stage. As you write, consider that you are having a dialogue with your students, answering their questions. Use language and pacing that will encourage your students to read and will help them achieve the responses you want them to have.

People learn best when moving from the known to the unknown. Anchor unfamiliar concepts with concrete nouns, active verbs, and images of common things suggestive of the concept you are trying to convey.

Create a story. Imagine a friend is telling you about his vacation. "It was wonderful, the weather was perfect, every thing went as planned." Boring! Now imagine he says, "It was awful! My luggage was lost and a pickpocket stole my wallet." Now you're interested. "What did you do? How did you manage? Did you ever get it back?" You have a protagonist with whom you identify, and he's in a predicament. You want to find out how he handled his problem—it might help you deal with the same problem someday. Scientists are taught to write dispassionately. However, our students crave narrative and emotion to make concepts stick. So, create stories with protagonists—the valiant phagocyte devouring the evil bacterium, the axon and dendrite forever separated yet managing to communicate across the synaptic divide.

Form follows function. Consider a sports car compared to a truck. A Lamborghini Diablo can do 0-60 in 3.75 seconds, but you couldn't use it to haul 1,000 pounds of Quikcrete. Similarly, a PowerPoint presentation and a handout can serve different functions. You may want to customize their design so that each can do what it does best.

*Take a break.*

## A STRUCTURE FOR EDITING

When you are ready to edit, give yourself a structure. Dr. Lipscomb recommends a global edit, a line edit, and proofreading.

### Global Edit

For the global edit, check the big structures of your work. Do paragraphs answer the questions your students may have? Have big blocks of text been broken up?

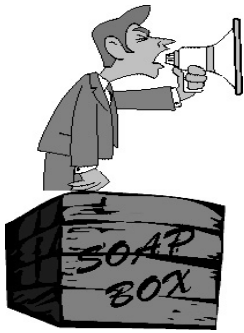
Do your words and images project the voice you want your students to hear?

Is your work scannable? Do your headings and images guide students to the answers they need?

### Line Edit

For the line edit, check that you are moving students from the familiar to the unfamiliar. Check that you get to a verb within the first 7 or 8 words of a sentence. Check that nouns and verbs do most of the work of conveying your meaning—the images they create will be more memorable than sentences full of adjectives, adverbs, or abstract nouns.

*Continued on page 4*



# Stan's Soap Box

## What Teaching Methods are Most Effective in Large Classes?

By Stan Cohen, Ed.D.

If one is considering efficiency of presenting factual material only, straight lecture is the best way to deal with large classes. However, if one is interested in student comprehension and retention of material, lecturing needs to be interspersed with more active teaching methods. Following are some suggestions to improve student learning by modifying lectures.

**1. Try some verbal antiphonal techniques** (teacher/student back and forth) by throwing out a question. This will jump-start attention so the learning curve goes back up. Try this from the very beginning of your course, so students know they are expected to be involved. They become more responsible for their own learning. Research shows that by breaking up straight lectures after 20 minutes, student listening to the remaining lecture goes up.

**2. Try the Think-Pair-Square-Share technique.** Give students a thought-provoking question and ask them to spend two minutes thinking of an answer. Then have students pair with their neighbor and compare responses. After two minutes, have each pair join with another pair (that's the square) and compare responses. Then, call on some of the squares to give their responses. To make this a successful technique: Give explicit instructions of what students are expected to do! Give explicit directions for how to pair and how to square (at least the first few times you use the technique). This can work in auditoriums that don't have movable seats, but you need to consider how best to arrange the squares – different tiers of seats may be better than trying to have students shout across three other people. Keep a tight rein on the time – too much time and the technique turns into a social hour. The benefits of collaborative learning are supported by numerous studies. Students get higher grades, keep information longer, and enhance their communication skills. Team members need to know exactly how to proceed, time restraints, and what they need to do in re-

porting to the larger group. Otherwise this method will fail to enhance learning.

**3. Make up a quick content question response game** by separating two sides of the auditorium into teams. Student response clickers can be used effectively to score teams. This technique can help regain attention to the lecture that follows.

**4. Ask several students to role play** a medical consultation with one the patient and the other a health care worker. Give them a written handout concerning their medical condition. Give them points when they do a successful differential.

**5. Stop after 30 minutes of lecturing** and assign a student to lead the class in evaluating the initial lecture while you remain out of the classroom.

**6. Try “The Muddiest Point in the Lecture” technique.** Stop a few minutes before the end of class and ask students to write down the one area in the lecture that was most confusing. Collect and read them and re-teach concepts in the next class session. You can read more about it at <http://sites.harvard.edu/fs/html/icb.topic58474/mosteller.html>

**7. Read a case study of an actual patient** that illustrates the application of the lecture content. You can make the differential diagnosis and treatment plan aspect of the case study an even better teaching moment by modeling your thinking process for your students - think out loud.

**8. Have students write test questions.** After a second lecture, leave about 10 minutes for students to write and submit multiple choice test questions for your consideration in the next exam.

**9. Summarize, summarize.** Summarize segments of lectures, summarize the entire lecture, summarize groups of lectures dealing with the same topic. Highlight ideas that will probably be in board exams.

**10. Give them a take home quiz** on the content so they can see what they need to learn to pass your course. You can save yourself time by posting it on WebCT with feedback for incorrect answers.

**11. Share your office hour times for students** who are confused and need personal mentoring. This can also be a springboard for helping students in the full class – if one student was confused about a concept, probably others were as well.

Expect some push back from some students. Some students prefer the passiveness of just listening to a lecture. Moving to a more active classroom environment takes them out of their comfort zone. Other students may worry that the activities take away time that should be devoted to “covering the material.” Bill McKeachie had a great response to that concern. “Our survey of teaching methods suggests that, if we want student to become more effective in meaningful learning and thinking, they need to spend more time in active, meaningful learning and thinking—not just sitting and passively receiving information.” (McKeachie, Pintrich, Yi-Guang, & Smith, 1986, p. 77)

### Further reading suggestions:

MacGregor, J., Cooper, J. L., Smith, K. A., & Robinson, P. (2000). Strategies for energizing large classes: From small groups to learning communities. *New directions for teaching and learning*, 81. San Francisco: Jossey-Bass.

McKeachie, W. J., Pintrich, P. R., Yi-Guang, L., & Smith, D. A. F. (1986). *Teaching and learning in the college classroom: A review of the research literature*. Ann Arbor, MI: Regents of the University of Michigan.

Morgan, R. L., Whorton, J. E., & Gunsalus, C. (2000). A comparison of short term and long term retention: Lecture combined with discussion versus cooperative learning. *Journal of Instructional Psychology*, 27(1), 53-58.

# What's the Role of the HPD Library Reference Librarian?

By Bonnie DiGiallonardo and Lynne Joshi

Before answering that important question, you should know who your health information professionals are:

Bonnie DiGiallonardo, M.L.I.S., A.H.I.P.  
Liaison for the College of Allied Health & Nursing  
digibon@nova.edu / ext 2-3107

Lynne Joshi, M.L.I.S.  
Liaison for the College of Osteopathic Medicine and the College of Medical Sciences  
lj444@nova.edu / ext 2-3117

Courtney Mlinar, M.L.S.  
Liaison for the College of Dental Medicine, College of Optometry, and the College of Pharmacy  
ext 2-3121

And, what is their role? Simply put, they are the people to call when you require help finding and managing the information you need every day!

Here are some of the services they offer:

## Education

Your liaison librarian can instruct you in the use of MEDLINE, Evidence-Based Medicine tools, End-Note, and a wide range of other digital resources and databases. Your liaison can provide one-on-one help, class instruction, scheduled workshops, and departmental seminars.

## Research Consultations

Your liaison librarian can provide in-depth assistance with your research, including identifying appropriate information resources, developing effective searching strategies, and accessing articles and books. Schedule a meeting with your liaison at a time and location that's convenient to you.

## Curriculum/Course Support

Your liaison librarian can work with you to integrate research strategies, library information, and resources into your courses.

## Collection Development

Your liaison librarian can help you plan and acquire a balanced collection of library materials, including books, periodicals, online resources, and other media to help you meet your teaching and research needs.

## Literature Searching

Your liaison librarian can do the search for you. Contact your liaison to request a search. If you wish to do your own searching, she can assist with your search strategy and help you select the best resources.

## Keeping Up with the Literature (Alerts)

Your liaison librarian can help you set up an ongoing search or alert on a particular subject that will be automatically e-mailed to you.

## Citation Verification

Your liaison librarian can assist you with problematic citations that might be incomplete or incorrect.

— So, the next time you need information – contact your liaison librarian. She's an email or phone call away. —

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## WRITING WORKSHOP HIGHLIGHTS

Consider a page or a slide as valuable real estate. Don't let unnecessary words or images live there rent free—they must pull their weight to be worthy of inclusion. Cut verbal and visual clutter. Make every word count. Make every image count.

### Proofreading

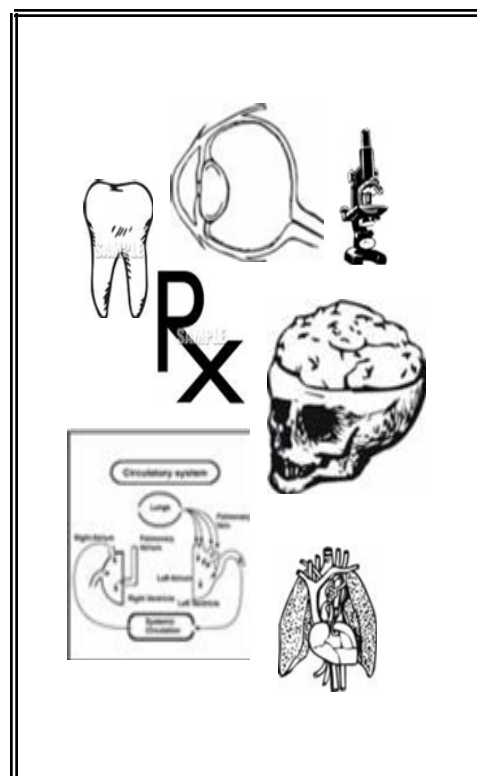
Are your word choices easy to understand? Have you checked your spelling, grammar, and punctuation? Are your pronoun references clear?

### MORE RESOURCES

If you find these ideas interesting and helpful, you may want to read the following books:

*Presentation Zen* by Garr Reynolds, *Made to Stick* by Chip and Dan Heath, *Style: Ten Lessons in Clarity and Grace* by Joseph Williams, *Line by Line: How to Edit Your Own Writing* by Claire Kerhwald Cook.

Dr. Lipscomb also had recommendations for websites for images. Visit [www.iStockphoto.com](http://www.iStockphoto.com) (some images are free, some are for sale), [www.dreamstime.com](http://www.dreamstime.com) (images are for sale, but the prices are good), [www.fotolia.com](http://www.fotolia.com), [www.shutterstock.com](http://www.shutterstock.com) (images are for sale, but the prices are good), and [www.flickr.com/creativecommons](http://www.flickr.com/creativecommons) (images are free, you just have to cite the source).



# How to Work Harmoniously with the Testing Center

The HPD Testing Center exists to lighten the testing, scoring, and gradebooking workload HPD faculty face. Over the years, the staff have earned a fine reputation for being helpful, conscientious, and hard-working. If you haven't worked with the Testing Center, please read the suggestions below for how to have a happy and stress-free relationship with them.

1. **Give them enough time to help you.** In peak times (midterms and finals), the Testing Center asks for five days to create a test or three days to copy one. During non-peak times, three days to create a test or two days to copy one is enough time. Sometimes faculty may experience emergencies which prevent them from submitting their requests in a timely manner. The Testing Center staff are willing to help when possible, but some requests may arrive too late for them to accommodate. A variety of unexpected conditions may arise—car trouble, illness, copier problems, family emergencies—which prevent a rapid turn-around for late exams.

2. **Respect their hours.** The usual hours for the Testing Center are 7:30 a.m. to 5:00 p.m. Infrequently, Testing Center staff may come in earlier or stay later, but faculty are urged to drop off or pick up testing materials only during those hours. For tests being given before 9:00 a.m., faculty should plan on picking up the testing materials by 4:30 p.m. the day before.

3. **Call about e-mails.** The Testing Center computers have no e-mail access. Although the staff have e-mail accounts, they cannot access them from their desks. A full day may pass before they have sufficient time to check their e-mails. Faculty members who send requests via e-mail should also call the appropriate staff member to alert her to check her e-mail, especially when the request is time-critical.

4. **Become familiar with their policies.** Students are not allowed to enter the Testing Center; please don't send them to pick up tests, extra Scantrons, or reports. Testing Center staff do not give students access to test information without express authorization from the faculty member responsible for the test. The Testing Center will not share test results with any faculty except the person responsible for the test. If students fail to bubble their identification numbers on their Scantrons, the Testing Center staff will not bubble in the information and the test will remain un-scored until the situation is resolved.

5. **Double check your work.** Faculty are urged to double check their work. Although the Testing Center staff strive to keep errors to a minimum, mistakes can happen. A thorough proofing prior to copying a test in full can eliminate many problems. Similarly, a detailed review after a test has been given can forestall the need for multiple re-scores.



## QUOTES TO BRIGHTEN YOUR DAY



"People learn something every day, and a lot of times it's that what they learned the day before was wrong."  
*Bill Vaughan*

"I hear, and I forget. I see, and I remember. I do, and I understand."  
*Chinese Proverb*

"Do not worry about your difficulties in mathematics. I can assure you that mine are still greater."  
*Albert Einstein*

"Education is what survives when what has been learned has been forgotten."  
*B.F. Skinner*

"It's not what is poured into a student, but what is planted."  
*Linda Conway*

"I am learning all the time. The tombstone will be my diploma."  
*Eartha Kitt*

"You don't understand anything until you learn it more than one way."  
*Marvin Minsky*

"Learning is not a spectator sport."  
*-Anonymous*

"If the only tool you have is a hammer, you tend to see every problem as a nail."  
*-Abraham Maslow*

"Genius without education is like silver in the mine."  
*Benjamin Franklin*

"The roots of education are bitter, but the fruit is sweet."  
*Aristotle*

"Education is not the filling of a bucket, but the lighting of a fire."  
*W.B. Yeats*

"A gifted teacher is as rare as a gifted doctor, and makes far less money."  
*Unknown*

"Every student can learn, just not on the same day, or the same way."  
*Deborah Meier*

## Writing Center for Graduate Students

The Graduate Student Writing Center for HPD Students, under the direction of the Farquhar Office of Student Affairs, has begun taking appointments for tutoring sessions. If your graduate students are having trouble with assignments involving written work, direct them to the Graduate Student Writing Center. The students can call ext. 28350 to set up appointments. All sessions will be held in the HPD Library Study Center, located in the Assembly II Building. Undergraduate students will continue to use the writing center in the Office of Academic Services, located in the Parker Building.

If you would like to discuss specific assignments with the tutors, please contact Gail Levine, Assistant Director – ext. 28354 or [levineg@nova.edu](mailto:levineg@nova.edu) or Teshie Herbert, Coordinator of Main Campus Tutoring – ext. 27902 or [th594@nova.edu](mailto:th594@nova.edu).

This is a pilot program for the fall semester, so appointment times are limited. Please contact Kaye Robertson, Executive Director of the Health Professions Division Library, with further questions you may have. Kaye Robertson may be reached at (954) 262-3123 or [kayero@nova.edu](mailto:kayero@nova.edu).

Save the Date

**NSU**  **HPD**  
**Research Day**  
**2012 • 2010**

*Educating Researchers for the Future of Patient Care*

Friday, February 12, 2010  
8:00 a.m.–4:00 p.m.

HPD Research Day will be held February 12, 2010, from 8:00 a.m. to 4:00 p.m. in the Terry Building of the main campus of Nova Southeastern University. All HPD students and faculty members are expected to attend. (Exceptions are made for people who live too far away to attend. Please consult your program chair or dean if you are uncertain whether you must attend.) The event is a forum for students and faculty members to present their research before their peers. If you would like to be a presenter, the deadline for abstract submission is October 25, 2009. Please visit [www.nova.edu/hpdresearchday](http://www.nova.edu/hpdresearchday) or email [hpdresearchday@nova.edu](mailto:hpdresearchday@nova.edu) for more general information. For specific information pertaining to your college's policies, please contact the representative for your college:

College of Allied Health and Nursing: Dr. Guy Nehrenz ([gnehrenz@nova.edu](mailto:gnehrenz@nova.edu))

College of Dental Medicine: Dr. Sergio Kuttler ([skuttler@nova.edu](mailto:skuttler@nova.edu))

College of Medical Sciences: Dr. Harvey Mayrovitz ([mayrovit@nova.edu](mailto:mayrovit@nova.edu))

College of Optometry: Dr. Michael Giese ([mgiese@nova.edu](mailto:mgiese@nova.edu))

College of Osteopathic Medicine: Dr. Gabriel Suci ([suciu@nova.edu](mailto:suciu@nova.edu)) and Dr. Eric Shamus ([eshamus@nova.edu](mailto:eshamus@nova.edu))

College of Pharmacy: Dr. Luigi Cubeddu ([lcubeddu@nova.edu](mailto:lcubeddu@nova.edu))