



Upcoming Faculty Development Events

*** December 6**

“Effective Questioning Techniques”

Stan Cohen, Ed.D., and
Kathleen Hagen, M.M.

**** January 25**

“Becoming a Skillful Teacher of Adults”

Stephen Brookfield, D.Litt (Hon.)

*** February 23**

“Emerging Technologies”

iPad Initiative Group and HPD Library

* One-hour lunchtime seminar
(12:00-1:00 p.m.) Chancellor's Dining Room

** Full-day workshop
Sherman Library meeting room 4009

**To attend, please contact
Kathleen Hagen at (954) 262-1235
or khagen@nova.edu no later than
three days before the event.**

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Recommended Reading

By Kathleen Hagen, M.M., HPD Director of Faculty Development

This past summer, an article printed in *Science* caused quite a stir in higher education. It gave the results of a shift in teaching practices for a large introductory biology class at the University of Washington. The authors found that a move away from lecturing to more active learning techniques benefitted all students, but especially helped those students who would ordinarily have been in danger of failing the class. The abstract is reprinted below; the full article is available online through the HPD Library.

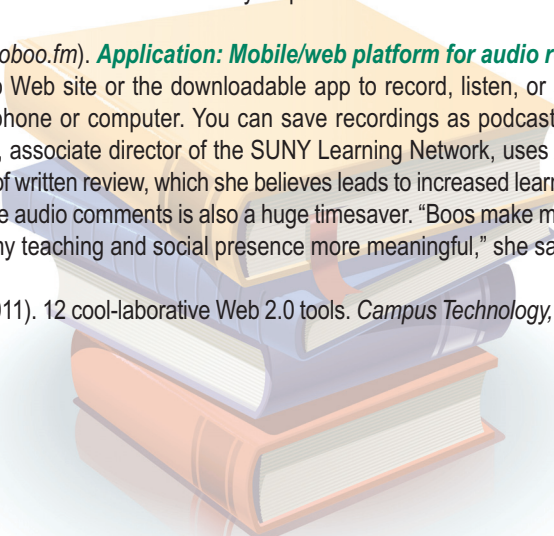
“Science, technology, engineering, and mathematics instructors have been charged with improving the performance and retention of students from diverse backgrounds. To date, programs that close the achievement gap between students from disadvantaged versus nondisadvantaged educational backgrounds have required extensive extramural funding. We show that a highly structured course design, based on daily and weekly practice with problem-solving, data analysis, and other higher-order cognitive skills, improved the performance of all students in a college-level introductory biology class and reduced the achievement gap between disadvantaged and nondisadvantaged students—without increased expenditures. These results support the Carnegie Hall hypothesis: Intensive practice, via active-learning exercises, has a disproportionate benefit for capable but poorly prepared students.”

(From Haak, D.C., HilleRisLambers, J., Pitre, E., Freeman, S. (2011, June 3). Increased structure and active learning reduce the achievement gap in introductory biology. *Science*, 332(6034), 1213-1216. doi:10.1126/science.1204820. Reprinted with permission from AAAS.)

Those of you interested in keeping up with the latest news in educational technology may be interested in subscribing to *Campus Technology*. It's a free publication, which you can receive in either print or digital form. Visit www.campustechnology.com to subscribe. The October 2011 issue contained an article that caught my eye—“12 Cool-laborative Web 2.0 Tools.” Of the tools listed, one in particular seemed like it could be very helpful—Audioboo. Here is the brief description of it:

AUDIOBOO (audioboo.fm). **Application: Mobile/web platform for audio recording/uploading.** Use the Audioboo Web site or the downloadable app to record, listen, or share five minutes of audio from your phone or computer. You can save recordings as podcasts or RSS feeds, too. Alexandra Pickett, associate director of the SUNY Learning Network, uses Audioboo to give oral feedback instead of written review, which she believes leads to increased learning and engagement. Being able to make audio comments is also a huge timesaver. “Boos make my feedback richer and more extensive, my teaching and social presence more meaningful,” she said. (p. 8).

(Brazington, A. (2011). 12 cool-laborative Web 2.0 tools. *Campus Technology*, 2011(October), 8-12.)



HPD Educational Research Grant Competition

Deadline: December 1, 2011

To support the mission of the university and the Health Professions Division (HPD), Chancellor Fred Lippman, Ed.D., R.Ph., with the support of the Center for Teaching and Learning, announces its **2011-12 HPD Educational Research Grant** competition. The competition seeks to stimulate research on health professions education issues and supports research projects that are either quantitative or qualitative in nature. Research grants are available for faculty members, and applications are encouraged from all Health Professions Division disciplines.

Applicants are encouraged to submit proposals that

- develop or benefit from new quantitative or qualitative measures or methodological approaches for addressing education issues
- include interdisciplinary teams with subject matter expertise
- examine policies and practices related to student achievement
- explore contextual factors in education
- focus on educational participation and persistence

Eligibility: Applicants must have received their professional degree by the start date of the grant. Please note that investigators who have previously received an award through the HPD Research Grants Program

or the Presidential Scholarship Program may still apply for the HPD Educational Research Grant. Doctoral dissertations or masters' theses are not eligible.

Awards: One award of \$5,000 and one award of \$10,000 are offered. Projects must be one-two years in duration. At the end of the project, grant recipients will be asked to give a presentation to HPD faculty members on their research findings, and outcomes, such as presentations and publications, are expected.

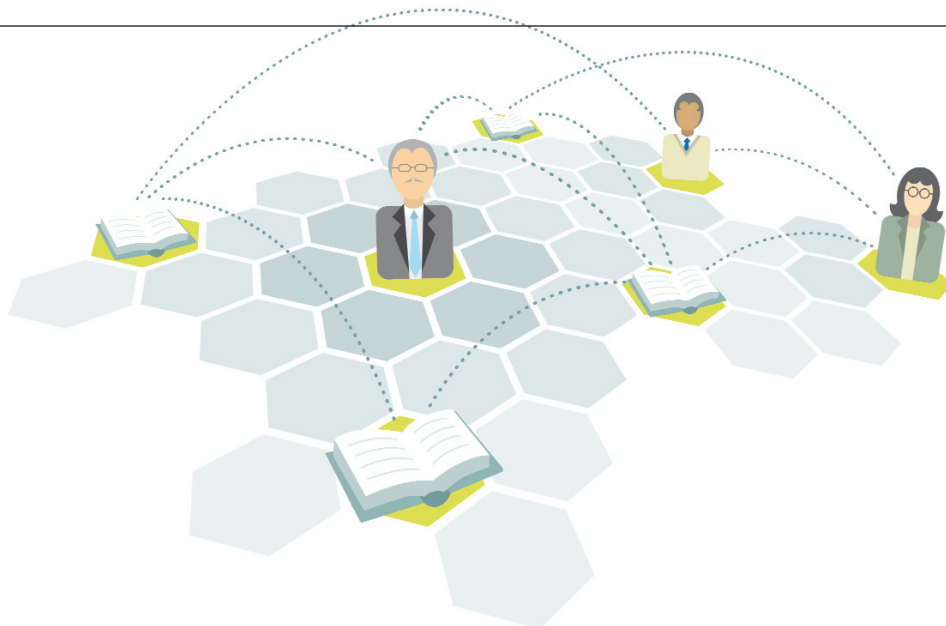
Proposal Writing: Proposals must be self-contained within the specified page limitations. Internet Web site addresses (URLs) may not be used to provide information necessary to the review. The proposal form is available at <http://www.nova.edu/cwis/hpdttesting/ctl/>.

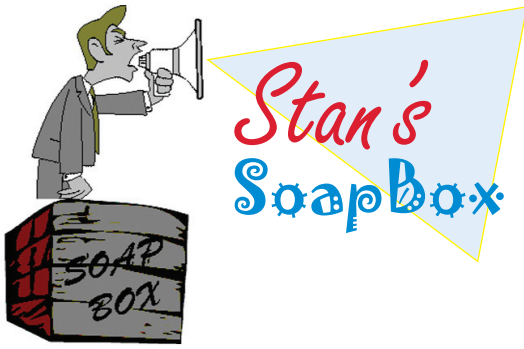
Administration: Proposals must be submitted to the secretary for HPD research, Chi Do (room 1522-A, extension 21784) no later than December 1, 2011. Grants may be used for any purpose other than the investigators' salaries. Up to \$1,400 for travel expenses may be budgeted. Please note that the award may not be used to offer cash payment to study subjects; however, non-monetary inducements are eligible (i.e., gift cards). Successful grant applicants will be notified by December 13, 2011.

Please visit <http://www.nova.edu/hpdttesting/ctl/> under the heading HPD Educational Grant Competition to access the submission form.

Resources for New Teachers

The Center for Teaching and Learning, in conjunction with the Fischler School of Education and Human Resources, has produced a series of modules covering some of the basics of teaching. These modules consist of a videotaped lecture, a PowerPoint presentation, suggested reading, and a short quiz. Proof of successfully completing the module (i.e., a screen shot of a perfect score on the quiz) can be sent to Kathleen Hagen at khagen@nova.edu for a certificate. The material can be accessed at <http://www.nova.edu/cwis/hpdttesting/ctl/> under the heading Faculty Training Modules.





By STAN COHEN, ED.D., HPD EXECUTIVE DEAN



So often we hear about how the quality of verbal communication affects learning, but it is rare to see in the literature how nonverbal communication may be even more important not only in setting a classroom's emotional climate, but also in giving and receiving all kinds of information.

Consider the following scenarios:

One morning I wore a black suit and a dull-colored tie instead of my usual blue suit and wild, colorful tie. Students asked if I was sick and suggested I looked better in my usual attire.

Another day, as I entered the Terry Building, I saw someone I'm friendly with and received a curt nod instead of the usual smile and wave. I wondered, "What could be wrong?"

And in another instance, I was observing in a lecture hall and noticed several students scowling at a handout being distributed.

What was going on in each of these situations? Nonverbal messages were being sent and received. So much information is conveyed this way. In **scenario one**, the "Dress for Success" folks will tell you my usual uniform of lighter-colored suit marks me as approachable and my colorful tie marks me as lighthearted and energetic. That is exactly the message I want to send to students so they will be unafraid to speak with me.

In **scenario two**, the standard conclusion is that the person giving the curt nod is having a bad day or is angry with me. Either way, I will

wonder what happened to put my friend in such a mood.

In **scenario three**, the students are unhappy about the handouts they received. Is it a 50-page handout on top of the 30-page handout they received in their previous class? Maybe the students are feeling pressured by all the material they need to master. Or maybe they find the handout confusing.

A teacher who reads this behavior and seeks to discover its origins will be able to deal with ruffled feelings promptly, before they become big, entrenched problems. An added bonus of being attuned to student nonverbal behavior is that students will view you as someone who cares about them—which will improve your teaching effectiveness.

What else can we teachers convey to our students through our nonverbal behavior? Most of you know about the usefulness of hand gestures to indicate size, direction, and relative position, but they are also handy (if you'll pardon the pun) for helping students keep track of numbered points you might want to make. Oral communication lacks the formal guideposts of the written word for knowing where you are, so showing your students you're moving to point three (for example) is appreciated.

One's whole body is a communication tool. Do you glance at your watch when a student is speaking to you? Your student probably interprets that as a sign of impatience or boredom. Do you refuse to make eye contact with

your students in a lecture? You will gain a reputation for being aloof or distant. When lecturing, do you walk closer to your students to emphasize a point? I have seen that used to great effect in classrooms, with a corresponding increase in note-taking.

Our every action tells our students something about us and how we feel about them and the material we are teaching. For example, methods used to distribute papers can be planned to save time and reduce confusion. Sloppy ways to do this suggest a lack of caring. Staying behind the podium may be read by your students as a sign that you want a barrier between them and you, that you don't want to get too close. While it may be that you stay behind the podium just because that is where your notes are, you will have to put in extra effort if you want to seem approachable.

At the same time, we need to be alert to our students' nonverbal behavior. Crossed arms often indicate rejection of the material they are hearing. Are your students giving you blank looks? You will probably want to take a moment to explain a concept in another way. Are the laptops open but no one is taking notes? It's time to reset the learning curve by asking a few questions, doing a quick group discussion, or even giving everyone a chance to stretch for 60 seconds.

Our sensitivity to nonverbal communication will make our teaching more effective and improve the quality of our relationships with our students, colleagues, family, and friends. That's a big benefit for a little extra attention.

The HPD Library has iPads available for loan. Below is a list of the applications currently loaded on the iPads. The list of iPad and mobile apps continues to grow, so for the most current information, please go to <http://www.nova.campusguides.com/hpdtech/>.

Name

Link

FREE

Evernote	http://itunes.apple.com/us/app/evernote/id281796108?mt=8
Dentistry ProConsult	http://itunes.apple.com/us/app/dentistry-proconsult/id418010567?mt=8
Dolphin Browser HD	http://itunes.apple.com/us/app/dolphin-browser-hd/id460812023?mt=8
Dragon Dictation	http://itunes.apple.com/us/app/dragon-dictation/id341446764?mt=8
First Consult	http://itunes.apple.com/us/app/first-consult/id399677784?mt=8
FlipBoard	http://itunes.apple.com/us/app/flipboard/id358801284?mt=8
Google Earth	http://itunes.apple.com/us/app/google-earth/id293622097?mt=8
Inkling	http://itunes.apple.com/us/app/inkling/id379351586?mt=8
MedPage Today	http://itunes.apple.com/us/app/medpage-today-mobile/id319094270?mt=8
MedScape	http://itunes.apple.com/us/app/medscape/id321367289?mt=8
Micromedex Drug Information	http://itunes.apple.com/us/app/micromedex-drug-information/id390211464?mt=8
Micromedex Drug Interactions	http://itunes.apple.com/us/app/micromedex-drug-interactions/id391763035?mt=8
PEPID for iPad	http://itunes.apple.com/us/app/pepid-for-ipad/id417439045?mt=8
RIDBC Auslan: Key Signs	http://itunes.apple.com/us/app/ridbc-auslan-tutor-key-signs/id390623644?mt=8
ScatterBrain	http://itunes.apple.com/us/app/scatterbrain/id432722801?mt=8
Skyscape Medical Resources	http://itunes.apple.com/us/app/skyscape-medical-resources/id293170168?mt=8
Turning The Pages	http://itunes.apple.com/us/app/turning-the-pages-ttp/id423830194?mt=8
Upper Respiratory Virtual Lab	http://itunes.apple.com/us/app/upper-respiratory-virtual/id435530624?mt=8
Verbally	http://itunes.apple.com/us/app/verbally/id418671377?mt=8
VisualDX	http://itunes.apple.com/us/app/visualdx/id348177521?mt=8
VitalSource Bookshelf	http://itunes.apple.com/us/app/vitalsource-bookshelf/id389359495?mt=8

FREE HPD LIBRARY RESOURCES

AccessMedicine	Mobile Site
Annual Reviews	Mobile Site
Clinical Pharmacology	Need Code from Librarian
Dynamed	Need Code from Librarian
First Consult	Mobile Site
MDConsult	Mobile Site
Natural Standard	Need Code from Librarian
PubMed Mobile	Mobile Site
ScienceDirect	Mobile Site



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Air Sketch	http://itunes.apple.com/us/app/air-sketch/id376617790?mt=8
Brain Pro	http://itunes.apple.com/us/app/brain-pro-nova-series-ipad/id451427448?mt=8
Dental Spanish Guide	http://itunes.apple.com/us/app/dental-spanish-guide-dsg/id434785724?mt=8
Easy Speak	http://itunes.apple.com/us/app/easy-speak/id382620857?mt=8
EyeDecide	http://itunes.apple.com/us/app/eyedecide/id454280553?mt=8
HeartPro (NOVA Series)	http://itunes.apple.com/us/app/heart-pro-nova-series-ipad/id393231526?mt=8
iMuscle	http://itunes.apple.com/us/app/imuscle-nova-series-ipad-edition/id430559374?mt=8
iOpinion	http://itunes.apple.com/us/app/iopinion/id429246965?mt=8
Keynote	http://itunes.apple.com/us/app/keynote/id361285480?mt=8
Muscle & Bone Anatomy 3D	http://itunes.apple.com/us/app/muscle-bone-anatomy-3d/id375105666?mt=8
Noteshelf	http://itunes.apple.com/us/app/noteshelf/id392188745?mt=8
PDF Expert	http://itunes.apple.com/us/app/pdf-expert-fill-forms-annotate/id393316844?mt=8
PrintCentral for iPad	http://itunes.apple.com/us/app/printcentral-for-ipad/id366020849?mt=8
PubMed Clip	http://itunes.apple.com/us/app/pubmed-clip/id407232907?mt=8
QuickOffice	http://itunes.apple.com/us/app/quickoffice-pro-hd/id376212724?mt=8
QuickOffice	http://itunes.apple.com/us/app/quickoffice-pro-hd/id376212724?mt=8
RabbleBrowser	http://itunes.apple.com/us/app/rabblebrowser/id432616026?mt=8
The Sanford Guide to Antimicrobial Therapy 2011	http://itunes.apple.com/us/app/the-sanford-guide-to-antimicrobial/id443442551?mt=8

COMING SOON

Anatomy 3D Organs	http://itunes.apple.com/us/app/anatomy-3d-organs/id432803486?mt=8
AudioNote	http://itunes.apple.com/us/app/audionote-notepad-voice-recorder/id369820957?mt=8
Dexterity	http://itunes.apple.com/us/app/dexterity-fine-motor-skill/id420464455?mt=8
GoodReader	http://itunes.apple.com/us/app/goodreader-for-ipad/id363448914?mt=8
Occupational Therapy Spanish Guide (AUDIO)	http://itunes.apple.com/us/app/occupational-therapy-spanish/id434788320?mt=8
ScienceDirect Premium	http://itunes.apple.com/us/app/sciverse-sciencedirect-premium/id445366697?mt=8
Skeletal System Pro	http://itunes.apple.com/us/app/skeleton-system-pro-ii-nova/id364694031?mt=8
Skyfire	http://itunes.apple.com/us/app/skyfire-web-browser-for-ipad/id409153623?mt=8

...and more