Center for Excellence and Innovation in Teaching and Learning

Annual Report
FY 2020 (July 1, 2019 through June 30, 2020)
Conant Hall
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PART I Structure and Center Staff

Position	Name
Interim Director (Associate Director):	Catherine Overson
Assessment Coordinator:	Elizabeth Tappin
Science of Learning Project Coordinator:	Lauren Kordonowy
Graduate Assistant:	Michelle Ward
Grant Research Assistant:	Jennifer Calawa

CEITL Faculty Fellows:
- Provide confidential MAP consultations upon request of faculty who have completed MAPs
- Promote the use of CEITL resources and services to academic departments in all areas related to teaching and student learning
- Advise CEITL on the interests and needs of faculty regarding teaching and learning within their college and across the university
- Develop and implement a project of interest related to teaching and learning
- Develop and implement a college-wide project related to teaching and learning

First Name	Last Name	College
Nora	Draper	COLA
		CHHS
Wenjuan	Xie	Paul College
Carrie	Hall	COLSA
Julien	Kouame	Cooperative Extension
Lina	Lee	COLA
Alison	Paglia	UNH Manchester
John	McClain	CEPS
Leah	Plunkett	UNH Law
Bill	Ross	UNH Library

PART II Relationships with other University-wide academic programs

- CEITL Steering Council.

    The Council has been working routinely in a collegial and collaborative manner during the year—we coordinate and plan activities/programming of mutual interest and concern.

First Name	Last Name	Department
Kathrine	Aydelott	University Library
Alicia	Medros	Academic Technology
Leslie	Couse	Engagement & Faculty Development
Cari	Moorhead	Graduate School
Edward	Mueller	University Writing Programs
Catherine	Overson	CEITL
Dawna	Pérez	Academic Success
Kerryellen	Vroman	Global Education Center

- *Writing Program*. Member, UNH Writing Committee (Overson).

- *Office of International Students and Scholars*. Develop and offered intercultural programs for UNH faculty and staff. (January Workshop).

- *Open Educational Resources (OER).* Along with the Library and Academic Technology, part of the support team for the Fall 2019/Spring 2020 UNH Program. CEITL responsible for OER assessments (Overson).

- *UNH Graduate School*. Administered the Academic Program in College Teaching. The Center was responsible for a) academic advising for all graduate students enrolled in the programs, b) handling inquiries from and advising non-UNH people interested or involved in the Certificate in College Teaching, and c) activities related to course offerings: instructors, scheduling, advertising, etc. (Overson).

- *UNH Graduate School TA and GA Orientations*. Fall and Spring orientations, presented an informational overview of Cognate program in college teaching. (Overson)

- *Inquiry Training for CEPS TA's* (Kordonowy).

- *Department of Psychology* Met with doctoral students in department regarding Academic Program in College Teaching Spring Semester (Overson).

- *Hamel Center for Undergraduate Research*: Development and management of online evaluations, including the collection, analysis and reporting of surveys for the following Hamel Center for Undergradaute Reseach Programs: IROP, URA, SURF USA, and SURF Abroad. In addition, provide administration and reporting for *Inquiry* (UNH undergraduate research journal) and consulted on administration of the Undergraduate Research Conference (URC) Participation Survey. (Tappin)

- UNH Engagement and Faculty Orientation: (Overson and Tappin).

- Met regularly with team from Instructional Development and Design to discuss collaborative ventures and common interests (Overson).

PART III   Accomplishments for FY 2019 (July 1, 2018 to June 30, 2019)

All objectives for this fiscal year have been addressed.

1. **External Funding**
   The Student Cognition Toolbox (SCT): Teaching Students Study Skills Informed by the Science of Learning. Grant funded by Davis Educational Foundation, $360,371 (three years, beginning 11/20/18) (Overson, PI; Benassi, Co-PI).

2. **New and Continuing Initiatives**

   - SCT Grant-related work (refer to item 11 below for details)

   - CEITL Open House with CEITL Faculty Fellows and CEITL Steering Council. Attending were ~UNH 50 faculty/staff.

   - CEITL Steering Council beginning plans to coordinate a CEITL Teaching and Learning Series beginning Fall 2019 with common theme: Feedback

   - CEITL Participation Certificate enrollments growing

   - CEITL Steering Council Series (three-part faculty development workshops on college teaching with common theme). Feedback

     - *Fall Talk about Teaching, CEITL*

     - *January Workshop, (University Writing Programs)*

     - *Spring Talk about Teaching, Academic Technology*

3. **Individual Consultations**
   - Catherine Overson had ~75 direct contact hours with faculty members concerning CEITL and Grant-related projects. In addition, her work requires hundreds of emails during the year.

   - Catherine Overson met with ~50 graduate students, faculty, and staff regarding a variety of details regarding the Cognate/Certificate programs in College Teaching.

   - Lauren Kordonowy had ~100 direct contact hours with faculty members concerning CEITL and Grant-related projects. In addition, her work requires dozens of emails during the year.

   - Elizabeth Tappin, through CEITL Interim Director and Science of Learning Project Coordinator, worked on CEITL projects with UNH faculty members and staff concerning CEITL-related student outcomes assessment and related matters. In addition, her work requires hundreds of emails during the year.

4. **Grant Consultations (Educational Component)**
   - Edward Song (Electrical Engineering): NSF

   - Jaidong Zang (Physics): NSF

   - Chris Bauer, Disciplinary-Based Education Research group: NSF grant

     - Includes implementation of the Student Cognition Toolbox

5. **Seminars and Workshops**

A. **Fall 2018 and Spring 2019 Talk about Teaching Workshops**

Fall 2018

Date	Title	Enrolled
9/27/18	*Part 1: Academic Culture: International Students in the UNH Classroom*	44
10/10/18	*Expanding Instruction with Design Thinking*	40
11/14/18	*Prior Knowledge is More than Content: Skills and Beliefs Also Impact Learning*	35
	Total Registered:	119

Spring, 2019

Date	Title	Enrolled
2/28/19	*Part 2: OER In Process: Integrating/Adapting OER into Your Course Curriculum*	10
3/28/19	*World Cafe: Building Discussions to Better Support International Learners*	20
4/18/19	*Part 3: OER and Beyond: Faculty Support and Assessing Your OER*	11
4/22/19	*The Card Sorting Activity: Assessing Student Conceptual Organization of Subject Matter as a Measure of Deep Comprehension*	16
	Total Registered:	57

B. **January 2019 Workshops on College Teaching**

Date	Title	Enrolled
1/15/19	*Cognitively-based Study Strategies Positively Affect Student Learning, and Are Easy to Incorporate into Course Assignments*	52
1/15/19	*Open Educational Resources (OER), Part 1: Fundamentals: Getting Started*	21
1/16/19	*Internationalizing Your Teaching: Assessments, Interaction & Expectations*	35
1/17/19	*Writing Rubrics--Promises and Practices*	43
	Total Registered:	151

C. **Training for Inquiry-attribute lab TAs CEPS**
   Lauren Kordonowy on August 19, 2019

6. **CEITL Hosted the Jean C. Brierley Luncheon and Presentation on College Teachin**g
   March 5, 2019: Professor David Richman. ~100 guests

7. **CEITL coordinates the Academic Program in College Teaching jointly administered with the UNH Graduate School.**

   - Current College Teaching Enrollments:
     - Cognate in College Teaching: 22
     - Certificate in College Teaching: 4

   In AY 2018-19, the following academic Graduate Teaching courses were offered:

Course	Term	Title	Enrolled
GRAD 970	J Term 2019	*Teaching and Learning with Multimedia* **Instructor:** Overson	7
GRAD 970	J Term 2019	*Integrated Course Design* **Instructor**: Benassi	8
GRAD 998	Spring 2019; Summer 2019	*College Teaching Portfolio* **Instructor**: Overson	5
GRAD 950	Summer, 2019	*Issues in College Teaching* **Instructor**: Overson	18
GRAD 951	Summer, 2019	*Teaching with Writing* **Instructor**: Gruner	12
GRAD 961	Summer, 2019	*Cognition, Teaching, and Learning* **Instructor**: Benassi	12
GRAD 965	Summer, 2019	*Classroom Research and Assessment Methods* **Instructor**: Overson	10
GRAD 970	Summer 2019	*Integrated Course Design* **Instructor**: Benassi	8
		Total Course Enrollments	**80**

8. **CEITL Coordinates and Administers the Mid-course Assessment Program (MAP)**

Semester	Conducted By	Number Maps	Number Faculty	Number of Enrolled Students
Fall 2018	E. Tappin	40	30	1,328
Spring 2019	E. Tappin	21	16	713

Summer 2019	E. Tappin	None-to-date		
Total MAPs	61			

9. **Provide assistance to and collaborate with other units on the campus and USNH**

> Refer to Part II Above.

10. **Participate in Local, Regional, and National Efforts**
    - **Local**
      - Talk about Teaching Workshop for UNH faculty, graduate students, and staff: *Prior Knowledge is More than Content: Skills and Beliefs Also Impact Learning*, September 14, 2018 (Overson, Kordonowy)
      - January Workshop for UNH faculty, graduate students and staff: *Cognitively-based Study Strategies Positively Affect Student Learning, and Are Easy to Incorporate into Course Assignments* January 15, 2019 (Overson, Kordonowy, Benassi)
      - Talk about Teaching Workshop for UNH faculty, graduate students, and staff: *The Card Sorting Activity: Assessing Student Conceptual Organization of Subject Matter as a Measure of Deep Comprehension* April 22, 2019 (Kordonowy)
      - Talk about Teaching Workshop for UNH faculty, graduate students, and staff: *Part 3: OER and Beyond: Faculty Support and Assessing Your OER,* April 18, 2019 (Overson, co-presenter)
      - Presented invited address at 2019 FITSI (Academic Technology) on *The [Student] Cognition Toolbox: How You Can Help Students Boost Academic Performance, and How Students Can Help Themselves*, June 12, 2019 (Overson, Stark, and Williams)
    - Regional
      - Invited Presentation Springfield College: *Incorporating Desirable Difficulties into Courses Enhances Student Learning*. February 21, 2019. (Overson, Benassi)
    - National
      - Invited Presentation at Carnegie Mellon University: *Student Cognition Toolbox*. February 7, 2019 (Overson, Benassi).
      - Presented at the Conference at the Interface of Discipline-Based Education Research (DBER) in STEM and Psychological Science: The University of New Hampshire's Teaching and Learning Center: *Applying Science of Learning with STEM Faculty* (Benassi). Poster presentation: *Science of Learning in Action in STEM: Self-explanation, Distributed Study, and Embedded Questions to Promote Student Learning* (Overson) September 6, 2018

11. **Grant-related work.**

    - **Student Cognition Toolbox (SCT) Grant**

      SCT grant purpose: to create, implement, and assess the impact of study skills instructional modules based on research-supported principles.
      - Visited Carnegie Melon University to describe SCT and plan for initial deployment
      - Met with key UNH leaders to describe the SCT and discuss our initial roll out of the toolbox:

- PLTL: Chris Bauer
- Library: Kathryn Aydelott and Bill Ross
  - Digital Literacy
- AT: Dan Carchidi and Scott Kimball
- Academic Success: Dawna Perez and Nate Talbot
  - Initial set of study skills modules currently in development

- **Applying the Science of Learning across the Biological Sciences Curriculum to Increase Student Persistence and Academic Achievement in STEM Grant**

  CIETL staff (Kordonowy, Stark) continued to work with UNH faculty this academic year to develop and implement and assess projects consistent with cognitive principles of learning into introductory Biology and other STEM Courses.

- **Teaching and Learning with Multimedia Project**

  Catherine Overson continued to work with UNH faculty this academic year to develop and implement multimedia principles of learning into their courses.

- **Cognition Toolbox Project**

  CEITL Staff continued to work with UNH faculty this academic year to develop, implement, and assess the learning benefits of applying cognitive principles of learning into their courses.

- **Open Educational Resources (OER):**
  - Catherine Overson (fall 2015 – spring 2019) worked with UNH faculty ambassadors to assess the impact that OER has on both faculty and students.

12. Publications Related to Work of CEITL
- Collins, K. E., Overson, C. E., & Benassi, V. A. (2020). Team-Based Learning in a Coaching Education Course: Impact on Student Learning. *Journal of Teaching in Physical Education*, *39*(1), 28–35. https://doi-org.unh.idm.oclc.org/10.1123/jtpe.2018-0223

- Overson, C. E., & Benassi, V. A. (forthcoming). Backward Design, Science of Learning, and Assessment of Student Learning. In S. A. Nolan, C. Hakala, & R. E. Landrum (Eds.). *Learning Assessment: Individual, Institutional, and International Approaches*. Washington, D.C: American Psychological Association.

- There have been over 8074 downloads of our e-book since January 2014, up by 5,000 over the past fiscal year. Benassi, V. A., Overson, C. E., & Hakala, C. M. (Eds.) (2014). *Applying science of learning in education: Infusing psychological science into the curriculum.* Retrieved from the Society for the Teaching of Psychology web site: http://teachpsych.org/ebooks/asle2014/index.php

13. Revenue Generation
Net Revenue is generated for Academic Affairs by the Center's staffing, overseeing, and offering the Academic Program in College Teaching (GRAD courses).

PART IV The Major Goals and Objectives of CEITL for the Next 3-5 Years

The **Center for Excellence and Innovation in Teaching and Learning** strives to promote the highest quality of student learning by providing full-time faculty, part-time faculty, and teaching graduate students with the resources they need to implement in their classrooms the best practices in college teaching.

The Center's ongoing goals are:
- Provide direct consultation and assistance to teaching faculty and graduate students.
- Coordinate and manage (with the Graduate School) the Academic Programs in College Teaching (Cognate/Certificate in College Teaching)
- Conduct and report research related to college teaching and student learning.
- Offer seminars and graduate courses on college teaching.
- Provide support to other UNH programs, projects, and committees.
- Organize and host the Jean Brierley presentation on college teaching.
- Disseminate publications, reports and other resources to wide range of audiences.
- Link to and collaborate with regional, national, and international organizations related to our mission.
- Undertake special projects and initiatives related to the Center's mission.
- Seek and acquire external funding in support of our mission.
- Generate revenue in support of the Center's mission.

Goals for the next 2-3 years include:
- Develop a set of Peer Assistance programs across the university.
  - Coordinate professional development of peer assistance coordinators and peer assistance tutors.
- Refine and continue to build upon the role of CEITL Faculty Fellows.
  - Faculty fellows comprise members from all UNH colleges.
  - Entering the fourth year of this program.
- Continue to work with CEITL Steering Council to collaborate and coordinate efforts toward promoting the highest quality of teaching and learning.
- Continue to promote awareness and increase enrollment in CEITL's programs on college teaching.
  - Programs and courses offered both within and outside of UNH.
- Continue to seek extramural funding for CEITL initiatives.
  - Currently working on our fourth Davis Educational Foundation (DEF) Grant: Student Cognition Toolbox.

PART V Challenges and Needs for the Next 1-2 Years
- Continued development of the new CEITL: There will be many opportunities as well as challenges as we work to expand the efforts of the teaching and learning center. In particular, much work will need to be done to coordinate the efforts of all UNH units that provide faculty with services and resources in areas related to teaching and learning; to further develop CEITL's research efforts to understand and improve teaching and learning.
- Securing new external funding to solidify and strengthen CEITL and related services at UNH, particularly related to applying the science of learning in higher education.

- To fully carry out our mission, CEITL requires a full-time professional director and an associate director. During the 2019 Fiscal year, the current associate director has served in both roles. This arrangement will continue in FY 2020.